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ABSTRACT

This resource guide is the result of a 3-year effort by a task force which addressed vocational and career education services for disabled students in Louisiana. Section I reports on the assessment process for students requiring special education with subsections on essential competencies recommended for vocational assessment personnel, the role of pupil appraisal, and outreach programs. Section II describes resources for the career/vocational curriculum and training model for mildly/moderately handicapped students and severely/profoundly handicapped students. There is a subsection on instructional techniques and strategies (e.g., learning styles, acquisition and production training techniques, and techniques for specific disabilities). Section III presents administration and program considerations (e.g., transitional strategies, funding aspects, high school program models, and major components of a full continuum career program). Section IV covers transitional planning and job placement including implementing a systematic transitional and job placement procedure, community analysis, community based vocational training, and the in-school work training model. Extensive appendixes provide vocational assessment forms and information, Iowa program models, sample lesson plans, administration related information, career/transitional information, and resource materials. A glossary is also provided. Contains 85 references. (DB)

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CAREER/VOCATIONAL TRAINING AND EMPLOYMENT RESOURCE GUIDE FOR STUDENTS WITH HANDICAPPING CONDITIONS

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May 30, 1986

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CAREER/VOCATIONAL TRAINING AND EMPLOYMENT RESOURCE GUIDE FOR STUDENTS WITH HANDICAPPING CONDITIONS

The development of this resource guide was supported by P.L. 94-142, Handicapped Training Grant #G008300915 (Project #029GH50023), Part D, Prevocational/Vocational Education for the Handicapped Component from the Office of Placement and Assistance Management, Office of Special Educational Services and Rehabilitative Services, U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the opinion or policy of the U.S. Department of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Dear Colleague:

This bulletin is an excellent resource for those preparing handicapped students for transition from school to work. The publication of this document represents the culmination of a three-year effort involving more than 150 persons and a number of agencies.

Of particular significance has been the harmonious working relationship that has existed in the production of this bulletin, among persons who represent diverse interests and areas of expertise, but consider the education of handicapped students of paramount importance.

I am impressed that this document contains information that encourages educators and service providers to begin career awareness activities at the elementary school level in order for handicapped students to progress systematically through prevocational training at the junior high and vocational training at the senior high school levels. This, therefore, better enables these students to make a successful transition to either postsecondary training or a career.

I am confident that this information will assist the educational, parent/guardian, and community teams to enhance the educational opportunities for handicapped students in Louisiana.

Sincerely,

Thomas G. Clausen

Thomas G. Clausen, Ph.D.

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FOREWORD

The United States Office of Education defines career education as "the totality of experiences through which one learns about and prepares to engage in work as part of his or her life style."

The long range goal of a comprehensive career education program, which begins in the elementary school, is to prepare each student to better understand the employment structure of the community in which the individual lives and to guide him in selecting, preparing for, and advancing in an occupation or family of occupations. Career education is not a synonym, however, for vocational education. Vocational education is an integral and important part of a total career education system. This career education system is applicable to all exceptionalities, but will need to be articulated in curricular sequences designed to accommodate the specific needs of the mildly, moderately, severely, profoundly and low incidence handicapped.

This guide is the result of the efforts and expertise of a twenty-five-person task force representing local education agencies from within the eight educational regions in the State, including Special School District #1 and the Board of Elementary and Secondary Education Schools. In addition, technical assistance was provided by members of the Office of Special Educational Services, the Office of Vocational Education and approximately twenty-five interagency support personnel representing the Division of Rehabilitation Services, Office of Mental Retardation/Developmental Disabilities, Deaf-Blind Services, Department of Corrections, and state universities.

In FY84 the task force, with the technical assistance of many interoffice, interagency and university personnel, drafted this comprehensive resource guide. The guide explicitly addresses vocational assessment, career and specialized vocational curricula, instructional strategies and program implementation models to meet the varied needs of handicapped students in Louisiana. During FY85, the prepilot draft of the guide was field reviewed by approximately 100 trained project participants representing local education agencies throughout the state. Field reviewer comments were taken into consideration by the task force. The guide was revised and edited by project consultants in preparation for the FY86 implementation of statewide pilot programs. Twenty-six parish school systems, one city school system, Special School District #1, and Board of Elementary and Secondary Education Schools participated in FY86 task force meetings, inservice training, pilot program activities for approximately 150 project participants, and/or the final preparation of this bulletin.

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It is with great appreciation on behalf of the personnel of the Louisiana Department of Education, Office of Special Educational Services, that we commend the following individuals for their dedication and diligent efforts toward the successful completion of the goals, objectives, and activities of this three-year federal project. The coordinated, cooperative endeavors of the project participants representing local educational agencies, interoffices, rehabilitation, mental retardation/developmental disabilities, deaf/blind services, pupil appraisal, vocational evaluation, guidance and business are positive reassurances of our willingness and capabilities to share the commonality of goals and our expertise to successfully meet the identified educational needs of handicapped students. The materials in this document are both comprehensive and current in educational philosophy and trends.

Your sincere efforts toward this project have made a positive contribution to and difference in our awareness of modified career/vocational educational options for handicapped students in Louisiana. Thank you for your valued participation!

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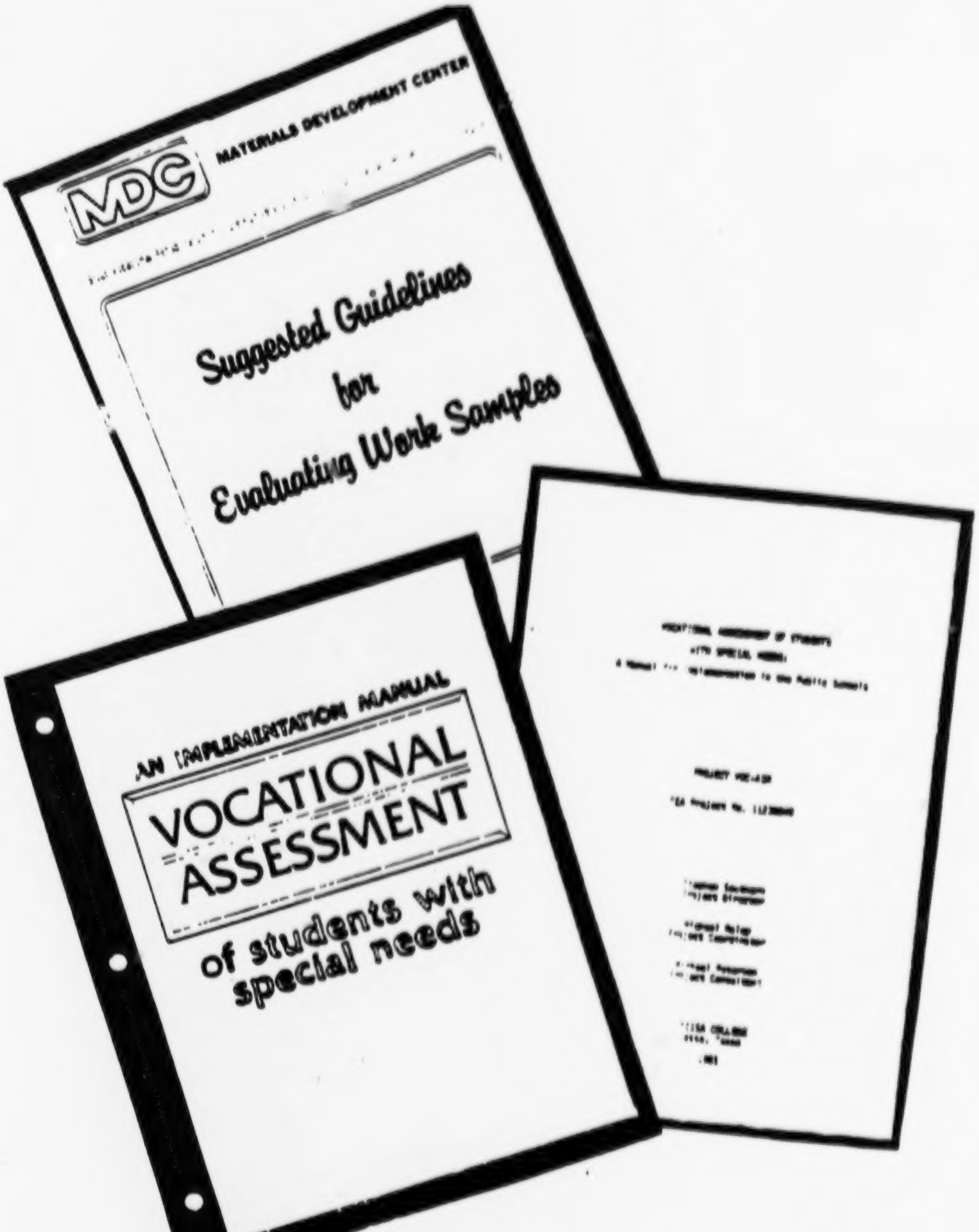


MDC MATERIALS DEVELOPMENT CENTER

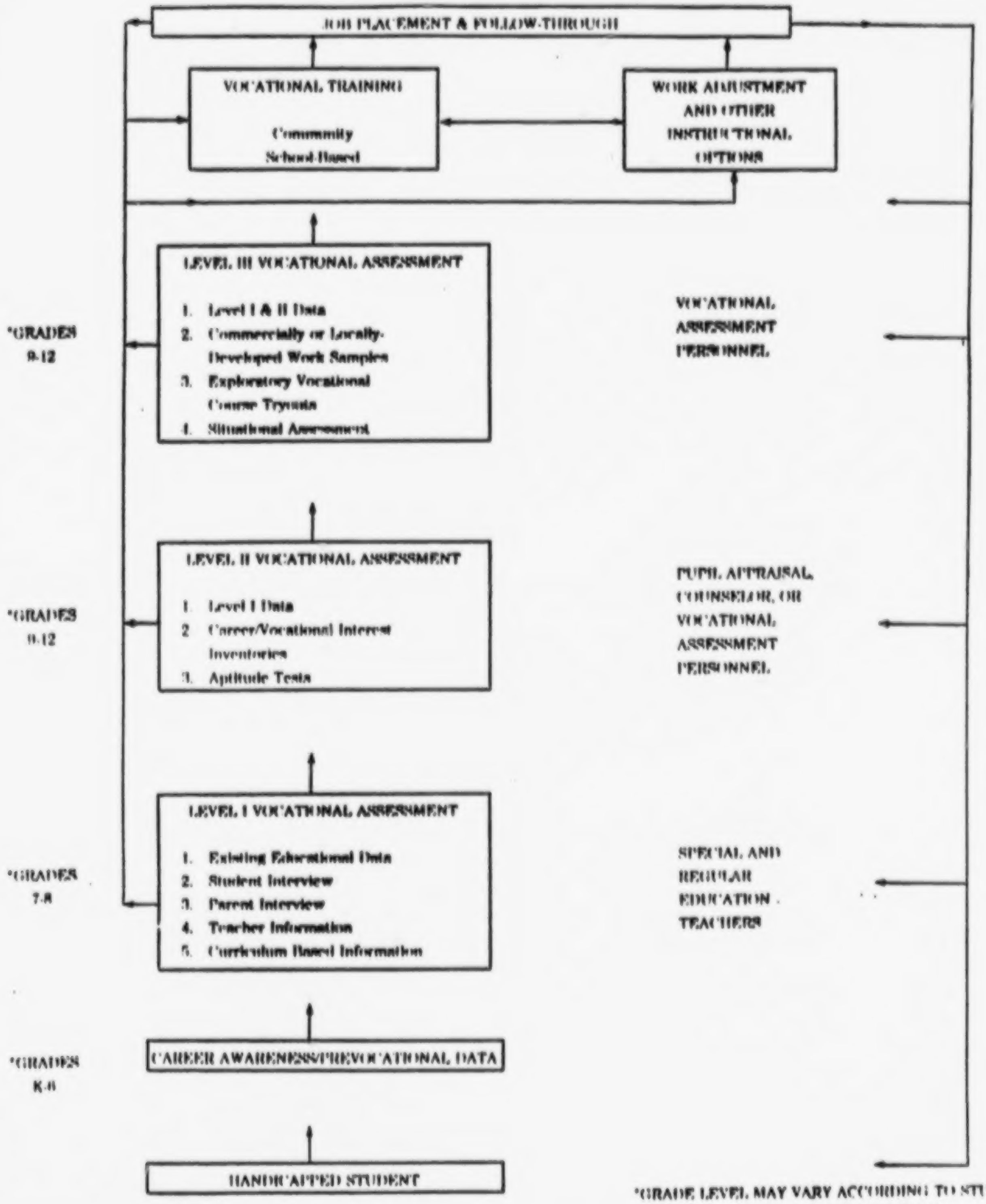
Suggested Guidelines
for
Evaluating Work Samples

AN IMPLEMENTATION MANUAL
VOCATIONAL
ASSESSMENT
of students with
special needs

SECTION I

LOUISIANA CAREER/VOCATIONAL ASSESSMENT PROCESS FOR STUDENTS REQUIRING SPECIAL EDUCATION

LOUISIANA CAREER/VOCATIONAL ASSESSMENT PROCESS FOR STUDENTS REQUIRING SPECIAL EDUCATION


JOB PLACEMENT & FOLLOW-THROUGH
VOCATIONAL TRAINING
Community
School-Based
WORK ADJUSTMENT
AND OTHER
INSTRUCTIONAL
OPTIONS
*GRADES
9-12
LEVEL III VOCATIONAL ASSESSMENT
1. Level I & II Data
2. Commercially or Locally-Developed Work Samples
3. Exploratory Vocational Course Tryouts
4. Situational Assessment
VOCATIONAL
ASSESSMENT
PERSONNEL
*GRADES
9-12
LEVEL II VOCATIONAL ASSESSMENT
1. Level I Data
2. Career/Vocational Interest Inventories
3. Aptitude Tests
PUPIL APPRAISAL,
COUNSELOR, OR
VOCATIONAL
ASSESSMENT
PERSONNEL
*GRADES
7-8
LEVEL I VOCATIONAL ASSESSMENT
1. Existing Educational Data
2. Student Interview
3. Parent Interview
4. Teacher Information
5. Curriculum Based Information
SPECIAL AND
REGULAR
EDUCATION
TEACHERS
*GRADES
K-6
CAREER AWARENESS/PREVOCATIONAL DATA
HANDICAPPED STUDENT

*GRADE LEVEL MAY VARY ACCORDING TO STUDENT'S AGE AND SPECIFIC NEEDS.

INTRODUCTION

The passage of Public Laws 94-142 (The Education of All Handicapped Children Act of 1975) and 98-524 (The Carl D. Perkins Vocational Education Act of 1984) has increased the importance of assessment preceding instruction, followed by evaluation of student progress after instruction or training. No matter what teaching approach (e.g. developmental, clinical, functional, or competency based) is used by instructional staff, assessment/evaluation remains a basic component.

This section provides information to be used by local schools (LEAs) designing career/vocational assessment strategies for special education programs serving students with mild to severe handicaps. The assessment process described in this section is a modification of the Vocational Assessment for the Handicapped Model developed by the Texas Educational Agency, (Peterson, 1981).

The purpose of career/vocational assessment is to collect and provide objective career information for the student, parents, educators, and other members of the IEP committee to use in decision making, when planning the student's occupational training program in preparation for potential employment of postsecondary training options. From the student's perspective, vocational assessment is a process in which he gains insight into his interests, abilities, and preferred career training areas.

The focus of this section will be the vocational assessment of students served in grades 7-12 or similar age-appropriate program levels.

LOUISIANA'S CAREER/VOCATIONAL ASSESSMENT AND EVALUATION PROCESS

As the LEAs throughout Louisiana strive to provide occupational awareness, exploration, and vocational training for handicapped students, vocational assessment data are needed to provide pertinent information that will assist students, parents, and the educational team in making appropriate career training choices.

The terms career/vocational assessment and career/vocational evaluation are often used interchangeably when considered within educational settings. Regardless of which term is used, the fundamental goal remains the same: to provide a reliable, individualized approach for determining the individual career/vocational needs and capabilities of students to facilitate the development of their vocational potential.

Assessment is the collection of data used to make decisions. The assessment process is organized according to the decisions that must be made based on the data collected. Career/vocational interest and aptitude testing should be completed before a handicapped student is placed in career exploration, prevocational, or vocational training programs. Vocational assessment should begin at least one year prior to the year the student attains the age at which he becomes eligible for entry into "specialized" vocational training or "approved" vocational education programs. Career/vocational assessment may be requested by the pupil appraisal team, teachers, or parents/guardians.

Parents should be notified of the location, date and time that the career/vocational assessment will be conducted. Career/vocational assessment data are protected by confidentiality laws and may not be disseminated unless a required parental/guardian release of information is obtained.

Following assessment, decisions should be made by the IEP committee regarding the student's career exploration, prevocational, "specialized" vocational training, or "approved" vocational education programs. Persons responsible for developing student exploration and vocational training goals for inclusion in the individualized educational program (IEP) are encouraged to consider the following recommendations, participation and documentation:

1. A career/vocational assessment report
2. An IEP committee representative from each of the following: the vocational teacher who may instruct the student, the vocational administrator or his designee; the school counselor or the career/vocational rehabilitation counselor, the career/vocational evaluator, and the special education supervisor or designee

DESCRIPTION OF THE MODEL

The Louisiana Career/Vocational Assessment Process Model includes a modification of levels of vocational assessment as developed by the Texas Educational Agency, 1981. It is not necessary to administer each of the three levels of assessment to every student. A student may exit to vocational training or job placement following any one or more levels of assessment, depending upon whether or not sufficient vocational information is obtained upon completion of that assessment level. A description of the three levels of vocational assessment follows:

Level I (Grades 7-8)

Level I career/vocational assessment consists of five types of data to be collected by the special education teachers familiar with the functional levels of their students. The following data should be collected by the end of the eighth grade or the equivalent in nongraded educational placements. A description follows of the five types of recommended data that special education teachers provide.

Level I assessment strategies usually focus on five kinds of data:

I. Existing Educational Data

A. Special education data. These data includes all the comprehensive assessment information gathered through the pupil appraisal process to determine the student's eligibility and needs for special educational services. These assessment data should support the development of a prevocational or vocational component of an IEP for each student, as determined appropriate through the IEP committee decision-making process. The IEP committee serves as a placement committee required for educational decision making for every exceptional student.

1) Sensory screening
   a. hearing
   b. vision

2) A review of the student's educational, social and medical history, including the attendance record

3) Previous interviews with student and families

4) An interview with the student's teacher in order to specify and behaviorally define the areas of concern, to determine the teacher's expectations for the student and class, and to identify and

clarify any previously implemented instructional interventions

5) An observation and study of the student's academic and/or social behaviors in daily activities conducted by pupil appraisal personnel

6) The development and implementation of individual instructional interventions which must be conducted or directed by pupil appraisal personnel for a reasonable period

B. Cumulative records. The following types of information from cumulative school records should be collected for use in decision making: grades, group achievement or ability test data, health, attendance, and discipline reports

II. Informal Student Interviews. Such interviews should be conducted to determine the student's vocational interest and personal/social competencies. The interview should include questions concerning a student's 1) vocational interests and attitudes, 2) home and community activities, 3) career knowledge, 4) preferred working conditions, 5) functional life skills and 6) vocational and employment expectations. Interview data should be reviewed and updated periodically to reflect current changes in the student's vocational interests.

For the more severely handicapped students, the educational staff may need to rely more on the parent/guardian interview for information. The LEA may develop or use a structured interview form for this process. It is recommended that a teacher or counselor who has developed close rapport with the student conduct the interview. Appendix A provides examples of student interview inventories for mild, moderate, and severely handicapped students.

III. Informal Parent or Guardian Interview. Before the development of an IEP, parents/guardians should be interviewed to consider the student's career/vocational training needs. Parent and/or guardian information is vitally important to the IEP process as they have great insight into their teenager's individual abilities and needs. The attitudes of the parents/guardians toward career/vocational education and the future employment of their teenager will have an impact on the decisions made during career planning. Involving parents/guardians in the career/vocational assessment and planning process will aid in securing parental support for recommendations that result from the information collected. An interview should be conducted by a staff member who has a well-developed rapport with the parents/guardians. Such interviews can be conducted in coordination with the IEP conference, by telephone, or in the home.

Examples of parent interview forms are provided in Appendix A.

Some of the following core areas are covered in parent interviews:

A. Health

B. Socialization skills

C. Leisure-time interests

D. Responsibilities in the home

E. Academic strengths and needs

F. Career/vocational interests

G. Educational, vocational, and employment expectations

H. Post-high school expectations and plans

IV. Teacher Information. A written summary from the teacher who has provided occupational awareness or community-based training opportunities (e.g., mobility training, job shadowing, field trips) provides important information for planning. These reports generally provide information about the following:

A. Academic strengths and limitations

B. Learning styles

C. Successful reinforcers

E. Communication skills

E. Work-related classroom behaviors

F. General work-related attitudes, habits, and skills

The special education teacher may use various methods for gathering information related to career awareness, career exploration, and work-related behaviors. Project VESEP, Michigan State University, includes a checklist of prevocational enabling skills as a component of an assessment of basic skills related to career/vocational programs. These enabling skills are divided into eight general areas necessary to adequately perform various vocational tasks. A skill checklist is used by the teacher to determine student readiness for participation in various vocational training programs. The prevocational enabling skills are described below.

Prevocational Enabling Skills

Numerical	Counts, records, performs basic math, and measurement
Verbal	Communicates in basic written and spoken forms
Cognitive	Follows instructions, remembers sequence of information, plans, organizes, and makes decisions
Perceptual	Perceives colors, forms, space, sounds, and odors
Language	Listens, understands, and expresses himself
Psychomotor and physical	Coordinates and performs physical movements
Social	Interacts with others and demonstrates independence
Occupational interests and aptitudes	Determines occupational likes and dislikes and adjusts to changing work situations

Teacher reports can also be helpful in describing the accommodations the student will need to be successful in preparing to work or enroll in vocational training programs. Examples of teacher summary forms are provided in Appendix A.

V. Curricular-Based Information. This information is a result of a comprehensive career/vocationally oriented curriculum that enables special education students to pursue a variety of options based on their individual interests, needs, goals, and abilities. Curricular-based assessment (CBA) is a procedure used for determining the individual instructional needs of the student based on the assessment of his current performance in existing course content. This technique is included as a major component in all three levels of the career/vocational assessment process model. CBA includes the direct observation of the student in the learning environment, an analysis of the processes used by the student in approaching different tasks, examination of the tasks completed, and the control and arrangement of tasks to meet the individual needs of the student. CBA is not a static process unrelated to classroom instruction but rather a major on-going component of classroom instruction. To be useful, assessment data must reflect what the student is capable of accomplishing and predict what he can be expected to accomplish. The data gathered should be used to increase the development of the appropriate behaviors and functional life skills. Such data should also be considered as a valuable aid in the decision-making process regarding the student's career future (Giekling, 1981).

Some of the following questions can be answered by CBA:

A. What functional academic skills are present that can be used in a career/vocational exploration or training setting?

B. Under what conditions can the student produce the best work? To determine this, one must modify as many work or work-related variables as possible in order to determine the most appropriate work conditions that meet individual student needs.

C. What social skills are observable in CBA (e.g., attendance, work rate, production, accuracy, punctuality, interaction with peers, reactions to supervision, frustration and tolerance levels, hygiene, grooming, mobility)?

D. What is the student's learning style, and how will it affect instruction in a career/vocational setting? Consideration should be given to auditory, physical, visual and multisensory cues, prompts, and adaptations.

E. How much supervision is needed for the student to perform at his maximum level of productivity?

F. What specific skills does the student perform well in a vocational/work setting? Consider general skills expected of employees in all types of work/vocational settings (e.g., follows directions, organizes work, demonstrates safety skills, cooperates with others).

CBA in Level I assessment would include the use of checklists, observation forms, and questionnaires. Forms should be developed by each LEA to assist in gathering the specific data necessary to meet the identified needs of all special needs students. In addition, there are also various commercial forms available.

Rating forms can be developed and designed to be used for a wide variety of purposes. Through the use of rating forms, information can be gained regarding student characteristics and individual needs. Continual documentation of such behaviors will identify trends in student development. Strengths and limitations can be easily identified and considered during program planning.

The CBA process provides a vehicle for gathering previous levels of information and for incorporating new data reflecting the current status of a student's interests, abilities, and experiences. Additional observation of the student by vocational assessment and/or pupil appraisal personnel may produce other information if needed. CBA information, combined with formal career/vocational assessment information, provides a realistic, comprehensive picture of the student's current abilities and performance expectations.

Appendix A provides a variety of examples of inventories, rating forms, and checklists.

Level II (Grades 9-12)

The information required in a Level II vocational assessment consists of three kinds of data, ideally collected by the end of the ninth grade or the equivalent in nongraded educational placements. Level II data satisfies the requirements of the Carl D. Perkins Act of 1984 (P.L. 98-524).

I. Level I Data. All information gathered during the Level I Vocational Assessment period should be reviewed as part of the vocational assessment process in Level II. All previously collected Level I data will be combined with aptitude and interest test data gathered during the Level II assessment process and considered in making appropriate prevocational and vocational training recommendations.

II. Career/Vocational Interest Tests or Inventories. An individual's career/vocational interests provide a useful reference point for predicting his job satisfaction. Therefore, the identification of individual career/vocational interests is an appropriate part of the assessment process. Some of the benefits and expected outcomes to be derived from interest assessment are listed below:

A. Provides a comparison of expressed goals and tested interests

B. Expands the individual's awareness of career opportunities as related to specific areas of interest

C. Aids the student in developing realistic career/vocational goals as related to expressed and/or tested interests

D. Provides additional data to be considered in IEP plan development

One of the greatest difficulties in using the results of such tests is that some handicapped students lack the necessary verbal abilities and/or career awareness to assure valid assessment results. It is difficult for a student to indicate his interest in any specific job area without general knowledge of specific careers and/or the world of work. For this reason it is considered a best practice to combine career/vocational interests testing with on-going career/occupational exploration.

Career/vocational interest assessment should be repeated at periodic intervals throughout the student's educational process since interests rarely remain stable throughout secondary school. As the student explores various occupations and develops new work-related functional skills, it is more likely that his career interest will change.

Career/vocational interest tests can be divided into verbal interest inventories and picture interest inventories. Verbal interest inventories usually provide lists of jobs or activities for which a student indicates degrees of preference. Picture interest inventories may be more appropriate for some handicapped students, especially the more severely handicapped student. Such inventories contain pictures of people or hands performing specific work activities requiring the student to make forced choices. Some picture interest inventories use an audiovisual format, allowing a group of students to be tested at one time. Other inventories present pictures in booklet form and are used in individual testing.

Commercially available interest surveys are often effective indicators of a person's vocational interest, even when the person has difficulty verbalizing his likes and dislikes. A wide range of this type of survey is available, some specifically developed for various segments of the population.

In addition to formal testing techniques, one or more of the following methods are recommended to collect information related to a student's interests.

1. Interviewing parents and the student

2. Touring local vocational programs and/or job sites with students in order to obtain student feedback on career likes and dislikes

3. Exploring occupations via work samples and/or career exploration opportunities, to broaden career awareness and knowledge

Appendix A provides information on a variety of interest inventories.

III. Aptitude Tests. Aptitudes are generally thought of as those natural abilities or talents which help a person learn and adequately perform a task. Knowing a student's aptitude can provide valuable information regarding the level of difficulty which the student may encounter in learning and performing a specific job. However, results of aptitude tests do not necessarily predict a student's ability to learn, especially a handicapped student. For example, a low score on a test of mechanical aptitude does not necessarily mean that the student cannot learn to be an automobile mechanic. It may be an indication of the student's lack of work exposure, and the student may actually have skills to successfully perform required tasks. Such a student, when provided vocational training and sufficient motivation, may develop the skills necessary to become employed as an automobile mechanic in spite of a low aptitude score.

The Dictionary of Occupational Titles defines aptitudes and relates them to different occupational areas. For example, spatial perception, form perception, motor coordination, finger dexterity, and manual dexterity are aptitudes required of bricklayers and masons for success at their jobs. Therefore, one of the most important things to consider in assessing an individual's skill in any given career field is the selection of a variety of tests that measure aptitudes required for occupations for which vocational training and employment options are available within the school system, local vocational technical schools, and/or the community.

As previously indicated, one of the major limitations of many standardized vocational aptitude tests is the low predictive ability of job performance, especially with handicapped students who generally have had limited or no work exploration or experience opportunities. Therefore, considerable thought must be given to the interpretation of all aptitude test scores. Other valuable student information can be obtained during the administration of an aptitude test, such as observing how the student solves problems, handles frustration, follows directions, and demonstrates many other work-related behaviors.

Career/vocational aptitude tests are available in several formats:

A. Paper and pencil tests that evaluate a variety of aptitudes

B. Computerized multiple aptitude tests

C. Performance based, single aptitude tests that primarily assess the student's ability to work with his/her hands

D. Work samples that evaluate a group of aptitudes that are associated with a particular type of work or career cluster

In the past, paper and pencil aptitude tests have been very popular; however, work samples are becoming increasingly popular and are often used with special education populations. Appendix A provides vendor information regarding a variety of aptitude tests.

Assessment information should be summarized by designated IEP members so the information is available to all IEP members staffing the student for his next program sequence.

Level III (Grades 9-12)

Level III assessment is recommended for students in grades 9-12 or the equivalent, when the data from the Levels I and II assessment do not provide enough information to make decisions regarding appropriate prevocational and vocational placement for the students. Level III assessment data must be collected by persons who have received specific training in the implementation of Level III vocational assessment techniques, especially those methods geared to meet the individualized assessment needs of handicapped students. Such testing usually requires special equipment and resources. Trained personnel, specially designed equipment or commercial work samples may be available within the LEA, or they may be provided on a regional basis through the implementation of a LEA consortium or interagency agreement. Training in the administration of commercially developed work samples is often available through the vendor or manufacturer.

Level III assessment may include any or all of the following components:

I. Level I and II Data. All information gathered during Level I and II vocational assessment should be reviewed as part of the Level III prevocational/vocational assessment process. This previously collected data will be combined with the current data from work samples, exploratory vocational course tryouts, and situational assessments conducted during Level III assessment, and used for making realistic occupational predictions and related recommendations for prevocational/vocational programming.

II. Commercial or Locally Developed Job or Work Samples. (Appendix A provides information on commercial work samples.) Work samples may be considered as useful work assessment instruments. They are defined by the Vocational Evaluation and Work Adjustment Association (1978) as follows:

> A well defined work activity involving tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs. It is used to assess an individual's vocational aptitude, characteristics as a worker, and vocational interests.

Work samples are tests that are usually administered under standardized conditions using norms or some other criteria in evaluating student scores. They emphasize hands-on tasks similar to tasks required in an actual job. Work samples can also assess generic worker traits, such as range-of-motor, problem-solving and mechanical aptitudes. Work samples may be placed in the following categories:

A. "Actual work sample": a sample of work that has been taken in its entirety from a very specific occupation. All aspects of a job are sampled.

B. "Simulated job sample": a representative of the common critical factors of a job. It differs from an actual job sample in that not all the factors affecting the job will be replicated.

C. "Single trait sample": a number of traits inherent in a job or cluster of jobs. Based on an analysis of an occupational grouping, it is intended to assess a student's potential to perform various jobs within a job cluster.

Work samples can be developed locally or purchased as part of commercial vocational assessment systems. When carefully evaluated, chosen, and used appropriately, commercial systems can provide useful assessment information. Since commercially purchased systems are usually expensive and may be designed to meet employment opportunities that are not always available in a particular community, locally developed work samples may be considered. Locally developed work samples can reduce costs and be specifically developed to assess student job and vocational skills as related to specific work and/or vocational training opportunities available in the community. The development of local work samples can occur in several ways:

1. A vocational assessment specialist may develop, over a period of years, work samples based upon training profiles and specific job analysis.

2. The vocational evaluator might assist a group of vocational teachers in developing work samples related to their respective vocational programs.

3. A consortium of school systems may combine efforts to develop work samples, thus reducing the time and cost involved.

The process of developing and evaluating local work samples is found in Appendix A.

III. Exploratory Vocational Course Tryouts. Course tryouts involved the placement of a student in a specific vocational training environment in order to observe and evaluate the student's performance. This method requires a great deal of cooperation and coordination between special education and vocational personnel. Through such participation, the vocational instructor has direct interaction with the special education student and, consequently, becomes actively involved in the vocational assessment process. Vocational course exploration can provide opportunities for the student and others involved in the training process to prepare the student for entry into the preparatory phase of vocational education. These exploratory experiences, offered via school programs, provide valuable information for planning individual instruction.

IV. Situational Assessment. This is a systematic procedure for observing, recording, and interpreting work behaviors in school or community-based work settings. Some of the work behaviors that may be assessed are the student's ability to:

A. Cooperate with co-workers and staff

B. Follow directions

C. Adapt to various situations

D. Solve problems

E. Accept constructive criticism

F. Avoid over-reaction to supervision

G. Maintain speed and accuracy in his work

H. Handle frustration and build a work tolerance level

I. Acquire safety skills

J. Use and appreciate motivational reinforcers

K. Build task perseverance

L. Develop interpersonal skills

M. Understand his own interests and attitudes about specific work situations

N. Be punctual

Appendix A provides information regarding other commercial assessment instruments appropriate for use during situational assessment.

The effectiveness of situational assessment depends almost entirely on the sensitivity and skill of the educational staff observing and gathering data in a systematic manner. It requires less focus on disability labels and a concentrated effort on collecting relevant instructional information for developing strategies to meet student's diverse educational needs such as:

1. How to best structure/organize instructional content for the student's benefit

2. The selection of appropriate goals and objectives based on antecedent assessment and evaluation data

3. The logical sequence of instructional units/activities to facilitate learning

VOCATIONAL ASSESSMENT OF THE SEVERE/PROFOUND

A Level I vocational assessment followed by situational assessment is generally the most appropriate method for assessing severe/profound handicapped individuals. Situational assessment may be conducted during community-based and on-campus vocational training or in conjunction with work adjustment activities.

Community and school-based vocational training provides the individual with opportunities to perform work. The opportunities should provide enough time for the student to respond to well-planned, systematic training procedures. It should be evident that most severely handicapped individuals are not going to be "job ready" when they first arrive on a job site. However, with intensive training, systematic strategies and application of behavioral training techniques, many severely disabled individuals have succeeded in learning complex vocational tasks (Bates, Renzaglia, & Clees, 1980; Bellamy, Peterson, & Close, 1975; Rusch & Mithaug, 1980; Wehman, 1981).

Further information on this process is described in Section IIB: Longitudinal Vocational Training for Youth with Severe Handicaps in Public School Settings (page 133).

ESSENTIAL COMPETENCIES RECOMMENDED FOR VOCATIONAL ASSESSMENT PERSONNEL

The following list indicates the competencies considered necessary for vocational assessment personnel, whether that person is a specially trained teacher, pupil appraisal member, or a person trained and hired especially to administer career/vocational assessments.

1. Demonstrates an ability to understand the various handicaps and the assessment strategies needed to accommodate them.
2. Can determine appropriate criteria for use in selecting career/vocational assessment and evaluation instruments.
3. Can adequately score and interpret work samples, inventories, and other test data.
4. Fosters communications with students, parents, school personnel, and outside agencies.
5. Prepares written vocational assessment reports.
6. Demonstrates an ability to select and administer achievement tests, personality surveys, interest inventories, dexterity tests, and work samples.
7. Can accurately use terminology when interpreting various kinds of test scores (e.g., percentiles, standard scores, etc.).
8. Provides individual and group counseling.
9. Prepares budgets and orders materials, supplies, and equipment.
10. Participates effectively in interdisciplinary staff conferences.
11. Can explain test results satisfactorily to students, staff, parents/guardians, and others.

12. Can develop forms for rating behavior, checklists, evaluation forms, work samples, and work sample manuals.

13. Can develop evaluation plans using a tentative hypotheses.

14. Is able to interview students, teachers, and parents.

15. Can adapt standardized instruments for special disability groups.

16. Can assist teachers by recommending techniques to meet individual student's needs.

17. Is able to set up work situations for observing specific student's behaviors.

18. Is able to identify and record significant behaviors and mannerisms that could affect a student's employment potential.

19. Is able to make realistic vocational, training, and job placement recommendations based upon career/vocational assessment and evaluation.

20. Demonstrates skills using occupational information for making recommendations for exploration, training, and placement.

21. Can provide career information to students and parents.

22. Is able to generate tentative vocational implications from situational assessment.

23. Can perform a task analysis of a job site.

24. Demonstrates managerial skills in supervising other evaluators and/or assessment aides.

VOCATIONAL ASSESSMENT REPORTS

A written report must be prepared at the completion of each level of career/vocational assessment to facilitate further career/vocational planning and decision making for individual students.

Designing a Report Format

Careful planning is essential when developing a format for an assessment report. It should be easily prepared and provide the reader with useful information. Developed locally, the report should be designed so that assessment information can be integrated with the student's individualized evaluation report. While many commercially developed assessment systems include prepared report formats, they may not meet the unique needs of LEAs.

Report Content

It is unlikely that any one "model" report format is available to meet the recording needs of every LEA. However, there are numerous models which provide ideas that can be revised to meet the individual reporting needs of a particular LEA. The following information should be included in the report format for Level III Vocational Assessment Reports (Esser, 1974):

1. Identifying Information
    a. Student's name
    b. Date of birth
    c. Parish/School
    d. Period covered by report (beginning and ending test dates)
    e. Evaluator's name
    f. Date report was received by IEP committee
2. Reason for referral
3. Background information
4. Psychological and vocational test results
5. Work habits and behaviors
6. Work performance records
7. Physical characteristics
8. Summary and recommendations
    a. Vocational assets
    b. Vocational limitations
    c. Recommendations
        (1) immediate objectives
        (2) long-term objectives
    d. Summary statement/paragraph

THE ROLE OF PUPIL APPRAISAL

Career/vocational assessment should complement the pupil appraisal evaluation and re-evaluation process as defined in Bulletin 1508. It should not, however, be considered as a mandated component of the formal pupil appraisal process, although an LEA may determine that vocational assessments will be administered by the pupil appraisal team.

It is the responsibility of the LEA pupil appraisal evaluation coordinator to notify career/vocational assessment personnel when a student needs to be assessed during the initial or re-evaluation process. When the vocational assessment data are available, they should be incorporated into the total pupil appraisal report.

GUIDANCE AND COUNSELING PROGRAMS

Introduction

The Carl D. Perkins Vocational Education Act (P.L. 98-524) was signed into law October 1984 and continues Federal assistance for vocational education through fiscal year 1989.

The programs authorized by the Act reflect two broad themes:

1. To make vocational education programs accessible to all persons including handicapped and disadvantaged, and to eliminate sex bias and stereotyping

2. To improve the quality of vocational education programs

Comprehensive career guidance and counseling programs are one of the five special programs funded through P.L. 98-524. Counselors should be acquainted with the definitions of "Handicapped," "Disadvantaged," and "Limited-English Proficiency" (LEP) as provided in Section 521 of the Act.

Suggested Counselor Activities

Counseling and guidance personnel may be assigned to work part-time or full-time with handicapped, disadvantaged, and LEP students. Services provided by guidance personnel can include, but are not limited to:

1. Implementing provisions of R.S. 17:175, which requires parents to sign registration forms listing courses for a four-year high school guidance plan

2. Administering and/or supervising vocational assessment of the handicapped disadvantaged, and LEP

3. Interpreting the results of the vocational assessment and making recommendations for support services needed by the handicapped, disadvantaged, and LEP

4. Providing guidance counseling and career development activities for the handicapped, disadvantaged, and LEP students which are designed to facilitate the transition from school to postsecondary training or to postschool employment and career opportunities

5. Reviewing vocational assessment data for handicapped students, and in cooperation with special education personnel, recommending appropriate vocational program placement

6. Cooperating with special education personnel, identifying and recommending to the IEP committee support services which will be needed by individual handicapped students

7. Participating as a member of the IEP committee when developing the IEP and placing the handicapped student into a vocational education program

8. Coordinating vocational activities and services with special education compensatory education, bilingual, or ESL program to provide support services needed by vocational students who are also served by these services providers

Suggested Guidance Materials to Supplement Resource Manual

Item	Name & Address of Vendor
1. Development of an Occupational Information System (OIS)	Southwest District Professional Development Center P. O. Drawer 309 Crowley, LA 70527-0309 (Gary LaVergne, Director)
2. Dictionary of Occupational Titles	Atlanta Government Printing Office Bookstore U. S. Department of Labor 275 Peachtree Street, NE Room 100, Federal Bldg. Atlanta, Georgia 30303
3. Employment Opportunity for Handicapped Students in Educational Planning Region V	Region V Vocational Assessment Center Calcasieu Parish School Board 2423 Sixth Street Lake Charles, LA 70601
4. Guide for Occupational Exploration	Atlanta Government Printing Office Bookstore U.S. Department of Labor 275 Peachtree Street, NE Room 100, Federal Bldg. Atlanta, Georgia 30303
5. Interest Check List	U.S. Department of Labor Employment and Training Division U.S. Employment Service Supt. of Documents, U.S. Government Printing Office Washington, D.C. 20402 Stock No. 029-013-00093-4
6. Louisiana Labor Market Information	La. Department of Labor Office of Employment Security Research and Statistics Unit Room 220 P.O. Box 94094 Baton Rouge, LA 70804-9084
7. Occupational Outlook Handbook	Atlanta Government Printing Office Bookstore U.S. Department of Labor 275 Peachtree Street, NE Room 100, Federal Bldg. Atlanta, Georgia 30303

8.	Occupational Outlook Handbook Quarterly	U.S. Department of Labor Bureau of Labor Statistics Supt. of Documents U.S. Government Printing Office Washington, D.C. 20402
9.	School Subject Occupation Index	Bennett & McKnight Publishing Co. Division of Glenco Front & Brown Streets Riverside, New Jersey 08075 1-800-257-5755 1-800-691-4454
10.	Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles	U.S. Department of Labor Employment and Training Administration U.S. Employment Service Supt. of Documents U.S. Government Printing Office Washington, D.C. 20402
11.	Worker Trait Group Guide	Bennett & McKnight Publishing Co. Division of Glenco Front & Brown Streets Riverside, New Jersey 08075 1-800-257-5755 1-800-691-4454

OUTREACH PROGRAMS

In accordance with the Carl D. Perkins Act subsection 401.101, each LEA that received funds under 401.95 and 401.96 (vocational education funds for the handicapped) should use these funds to provide information to handicapped and disadvantaged students and their parents concerning opportunities and requirements for eligibility for enrollment in vocational education programs. This should transpire at least one year before students enter the grade level in which vocational education programs are first available in the state "but in no case later than the beginning of the ninth grade."

The following suggestions are submitted in response to this section of the Act:

Public Awareness

There are several available resources inherent within the community which may serve as vehicles with which to inform parents, students, and the community of the vocational programs (and prerequisites) available to the disadvantaged and handicapped population in the schools. The following represents resources which can be used with a minimum of preparation.

Media Resources

Commercial spots on radio and television can be obtained via community service programs offered by the local media. Scripts should be prepared suitable to the designated media vehicles. Information should include those points regarding availability and prerequisites of vocational education for the handicapped and disadvantaged as outlined in the Carl D. Perkins Act. Contact persons and phone numbers should also be provided.

Child Search Activities

Flyers and memorandums to public service agencies should be initiated by the Child Search Coordinator. Contact persons that could distribute added information and act as referral agents to special education and/or vocational education could be established within the agencies.

Civic Organizations

Civic organizations are effective resources in perpetuating information and outreach efforts regarding vocational education for special students. These organizations can be effective in sharing information to prospective parents and students and serve as informants regarding the prospective jobs available to the special population. Among these organizations are Lions Club, Kiwanis, Jaycees, Rotary, YMCA, Chamber of Commerce, Private Industry Council, etc.

Presentations via special education personnel, school counselors, vocational counselors, evaluation coordinators, and the like, should be prepared and initiated in an effort to provide systematic and comprehensive coverage of all available resources in private business and social clubs.

Prospective and present employer luncheons can be effective in establishing support and sound working relationships among participating parties in the initial and subsequent meetings.

Student/Parent Awareness

The participation of school personnel in planned career activities may be effective in delivering information to parents and students in compliance with the Carl D. Perkins Act regarding awareness and prerequisites of vocational education available to special needs population in the schools. These added efforts can be incorporated into the regular duties of school personnel with little deviation from the normal work day.

School Building Level Committee (SBLC)

The SBLC can be instrumental in initiating a systematic program of parent and student awareness regarding special vocational education programs available to special students in the school.

Pupil Appraisal Personnel (PAP)

The PAP members upon interpretation of the evaluation report may deliver a program of parental inservice training regarding the LEA's special vocational education programs for handicapped students who have been identified by Bulletin 1508 criteria. PAP members may distribute a parent information booklet describing the program and requirements. The booklet may list each item or records needed on a step-by-step basis.

Guidance Counselors

School guidance counselors can be instrumental in staging group counseling sessions each year for targeted special education students who may be entering vocational programs. Also, the four-year guidance plan inherent in R.S. 17:175 may be a vehicle in which information can be distributed to parents and students.

Vocational Counselor/Coordinator

The vocational counselor/coordinator may present relative information to parents and students as a member of the annual IEP committee, upon the child's approaching prevocational age.

Career Day

A Career Day activity is an effective means by which career information can be imparted to parents, students, faculty, and community. Several career clusters may be selected for the Career Day activities. Local business people for each career cluster may be contacted as participants. The activities may convene at individual schools, the local civic center, etc. Activities should be arranged so that students may select areas of interest. The following personnel may initiate or conduct the program: School Counselors, Work-Study Coordinator, Special Education Supervisor/Director, Vocational Education Supervisor/Director, Special Education teachers or Vocational Education teachers. Program design may be oriented toward career education for seventh and eighth graders and should focus on more specific jobs for older students.

Program Parent Booklet

A parent booklet may be compiled including a synopsis of the local (LEA) school programs providing vocational education for the handicapped and disadvantaged. It should include a section on requirements such as related policies, needed evaluations, necessary records, social security numbers, birth certificates, insurance, and the like. It should also include sequential program and pupil progression plans as related to meeting requirements for either a high school diploma or a certificate of achievement. Modifications and adaptations to approved "regular" vocational education programs designed to meet the needs of special populations should be noted.

Employer Awareness

Advisory Committee

An advisory committee should be formed from prospective employers of handicapped and disadvantaged youth. It should comprise a cross section of job clusters in the community. The advisory committee in response should serve as outreach agents, informing their constituents of the work force available in this special group.

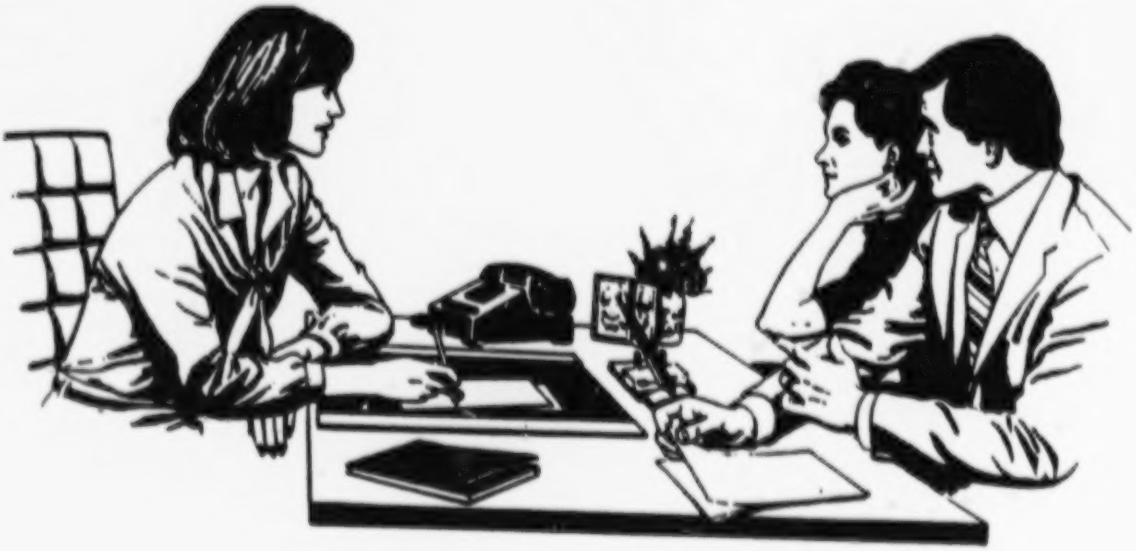
Civic Organizations

Civic organizations are also attractive resources for outreach efforts and information dissemination. They can attractively share job information with students, parents, and prospective employers.

Prepared Media Programs

Video and sound/slide programs depicting the pupil progression of special education students involved in career/vocational assessment, career education, specialized vocational training, and approved "regular" vocational education programs are effective methods of information dissemination.

Cost-effective information and other supportive data should be included in presenting video programs to prospective employers.



ASSESSMENT AND EVALUATION SERVICES FROM VOCATIONAL REHABILITATION

The current Cooperative Agreement between the Office of Special Education Services, the Office of Vocational Education, and the Office of Vocational Rehabilitation services was developed to combine and coordinate services to provide the best prevocational, vocational, transitional, and rehabilitative services possible to handicapped students in Louisiana. The services provided by Vocational Rehabilitation, relevant to the assessment process, include referral (case finding, referral development, intake process) and assessment (current health status, specialist examination, and evaluation of vocational potential through preliminary diagnostic study to determine nature and scope of services). The agreement also covers program planning, implementation activities, and the coordinated service delivery system. (See Appendix A for the Interagency Agreement.)

1. Referral: Eligibility for Vocational Assessment

    a. Basic Criteria

        (1) A physical or mental disability which results in a substantial handicap to employment, and

        (2) The expectation that vocational rehabilitation services would enhance the student's employability

    b. Age Criteria

        (1) A student will not be denied vocational rehabilitation services based on age alone. The legal employable age in Louisiana is 16; therefore, age is appropriately considered in accepting and providing services.

        (2) A student under the age of 16 may be provided with services when it is determined that he will be of employable age by the time services are completed and the services rendered will prepare him with skills adequate for employment.

2. Assessment: Purpose and Scope

    a. Purpose: to determine an appropriate program of work adjustment or vocational services.

    b. Scope of services include assessment of the following:

        (1) Physical or psychomotor capacities

        (2) Intellectual capabilities

(3) Emotional stability

(4) Interests and attitudes

(5) Personal, social, and work histories

(6) Aptitude

(7) Achievements

(8) Work skills and tolerance

(9) Work habits

(10) Work-related capabilities

(11) Job seeking skills

(12) Potential to benefit from further service

(13) Possible job objectives

(14) The student's ability to set realistic career goals

(15) Assessment of the most effective mode of understanding, learning, and responding to various kinds of instruction, reinforcement

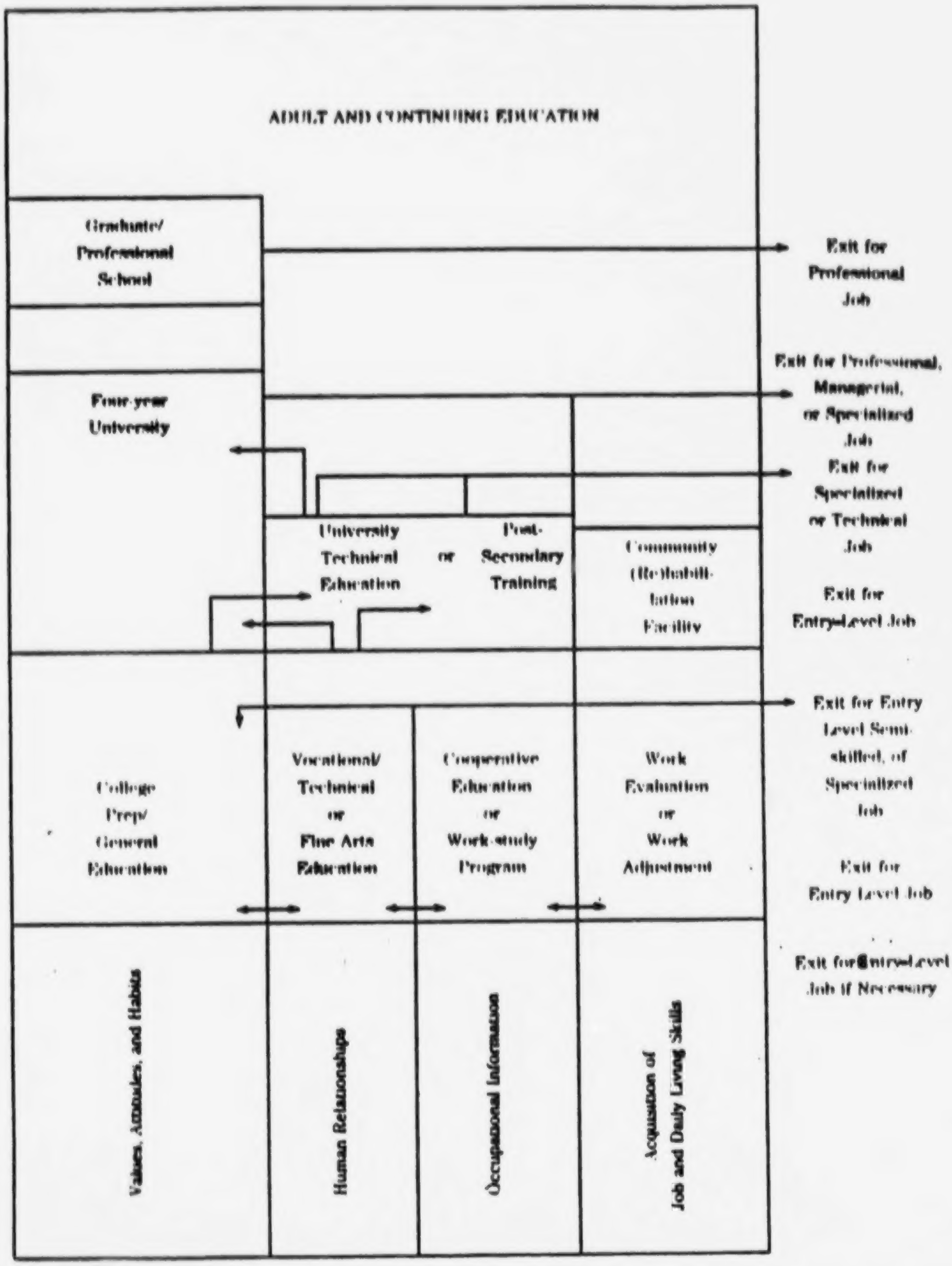
The information gathered by Vocational Rehabilitation in interagency programs should be included in the LEA evaluation.

Design of High School Programs for Severely Handicapped Students
Barbara Wilcox
G. Thomas Bellamy
Community-Based Curriculum
by Mary A. Falvey
Career Education
Vocational-Technical Series
Competitive Employment
New Horizons for Severely Disabled Individuals
Handbook Special Vocational Needs Education
Cooperative Programs for Transition from School to Work
Special Education
Vocational Education
Work

SECTION II

CAREER/VOCATIONAL
CURRICULUM FOR PROGRAMS SERVING
MILDLY/MODERATELY AND SEVERELY/PROFOUNDLY HANDICAPPED STUDENTS

CURRICULUM FOR PROGRAMS SERVING MILDLY/MODERATELY AND SEVERELY/PROFOUNDLY HANDICAPPED STUDENTS


ADULT AND CONTINUING EDUCATION
Graduate/ Professional School
Exit for Professional Job
Exit for Professional, Managerial, or Specialized Job
Four-year University
Exit for Specialized or Technical Job
University Technical Education
or
Post-Secondary Training
Community (Rehabilitation) Facility
Exit for Entry-Level Job
Exit for Entry Level Semi-skilled, or Specialized Job
College Prep/ General Education
Vocational/ Technical or Fine Arts Education
Cooperative Education or Work-study Program
Work Evaluation or Work Adjustment
Exit for Entry Level Job
Exit for Entry-Level Job if Necessary
Values, Attitudes, and Habits
Human Relationships
Occupational Information
Acquisition of Job and Daily Living Skills

(Adapted from Clark, 1979, p. 10)

INTRODUCTION

Developing career/vocational curricular objectives and infusing them into the existing academic curriculum is not an easy task. There are several curricular development strategies that special education teachers may want to consider as they work together in developing a cohesive curriculum and program sequence for handicapped students. Section II of this guide focuses on career education curriculum models that set forth the basic components of a comprehensive career/vocationally oriented program for students who are enrolled in special education programs and who are mild/moderate or severely/profoundly handicapped. Section IIA addresses a curricular taxonomy for the mildly handicapped, while Section IIB addresses a curricular taxonomy needed for the moderately, severely/profoundly handicapped students. Section IIC provides information on learning styles, instructional strategies, hints for dealing with specific disabilities, and techniques. It should be noted that career awareness, occupational preparation, and regular "approved" vocational education models as presented within this document should also be selected for low incidence handicapped students according to their individual functional levels and particular learning styles. The following pedagogical approaches are the most frequently used by teachers who are advocates for career/vocationally oriented curricula.

CURRICULAR DEVELOPMENT

Infusion

Infusion is a strategy in which career education concepts and activities are incorporated into existing subject/academic areas such as language arts, math, science, and art. Each subject/academic area retains its definitive content but incorporates activities that connect each academic concept/skill with a career concept through practical and meaningful application in the school, home, and community (Grades K-12).

Superimposed Career Education Objectives

Career education activities in Iowa, Arizona, Texas, Massachusetts, and Louisiana, among others, have stressed the need to identify specific career objectives at each grade level. Typically, career education is subdivided into domains and strands such as economics, career information, employability skills, educational knowledge, and so on. A resulting matrix of sequential student outcomes related to pupil progression and advancement is then "laid over" the existing curriculum. The educational planners identify probable deficits as well as "nonproblem" areas-objectives likely to be handled in the existing school experiences.

Separate Programming

The focus on separate career/vocational programming usually begins at the junior high level. Generally the courses are exploratory and taught by one or more vocational and/or special education teachers. Through participation in such courses of study, the student gains increased knowledge and skill in becoming more actively involved in the career decision-making process.

As students progress into high school, there will be additional opportunities to explore, as well as to be trained in career/vocational areas of their choice. Career/vocational education curriculum and programming become even more focused toward separate curricular strategies at the high school level; however, subject area teachers (e.g., social studies, math, language arts, science) need to consider infusing career education concepts into their instructional activities as they support and enhance a student's understanding and application of what has been taught.

The following outlines the basic components of a well-planned curricular learning experience:

STEP I: Beginning with the broadest of determinations, that of the overall subject or curricular area, long range goals should be determined according to student needs in a particular program model.

STEP II: Define the short term objectives beginning at the individual student's level.

STEP III: Analyze the tasks. Examine each activity and determine what physical and academic tasks will be required of the students at each step.

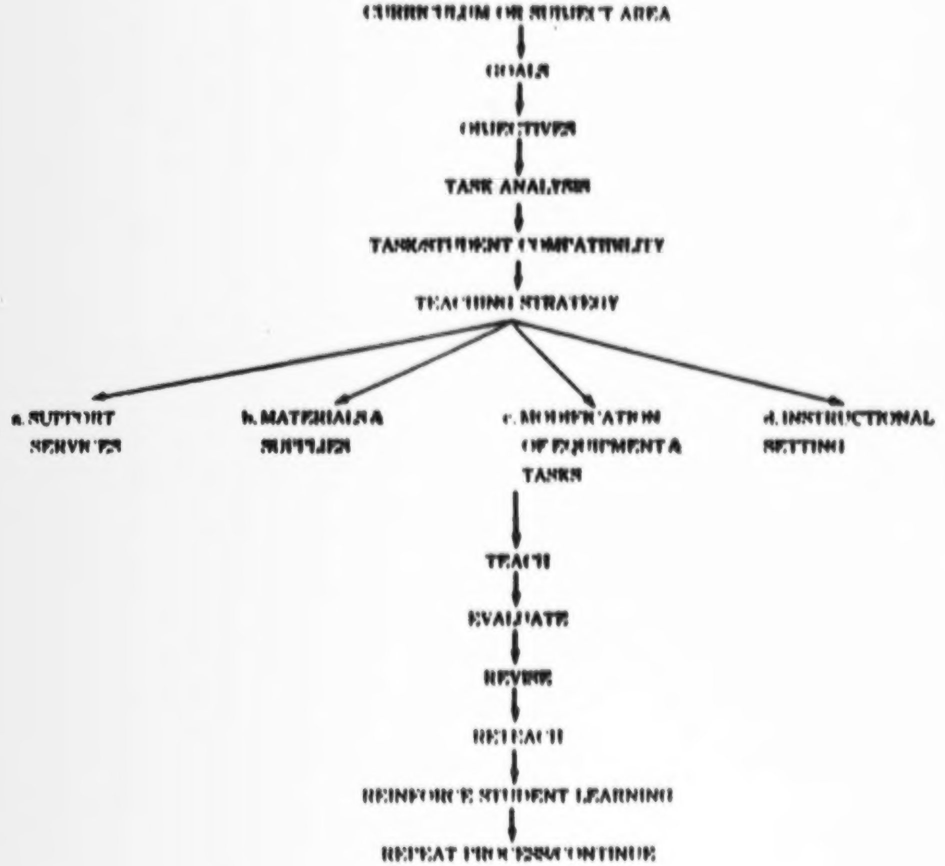
STEP IV: Consider student/task compatibility. Examine the targeted tasks from the descriptors of the disabled students to be served in the program.

STEP V: Choose teaching strategies. Teaching strategies should be incorporated into the teacher's actual lesson plan. These include supported services needed by the students while off and on campus, individual student accommodations for learning, as well as the use of aides.

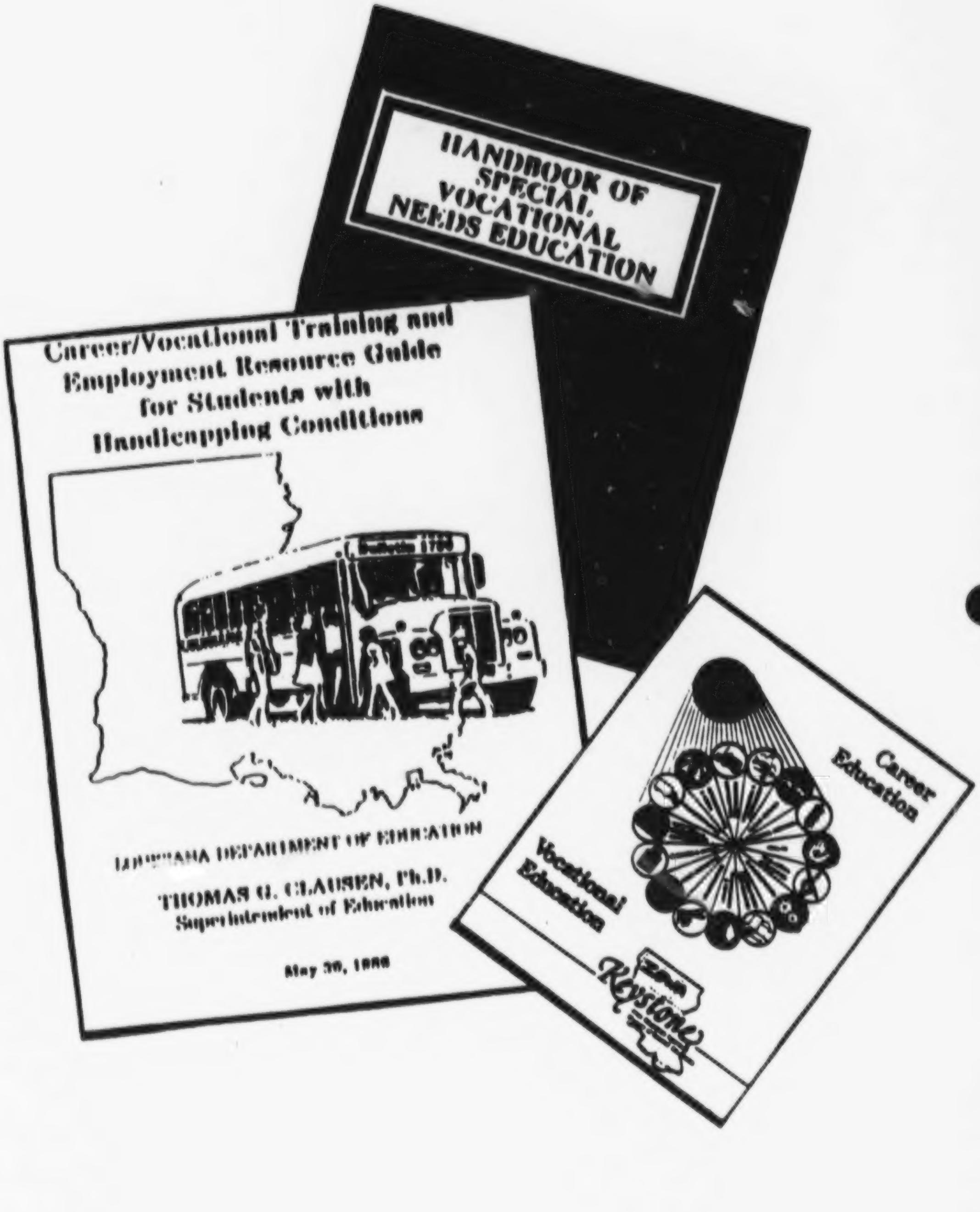
Figure 1 on the following page illustrates the basic components of a well planned curricular/learning experience at all grade levels.

FIGURE 1

Basic Components of a Well Planned Learning Experience


CURRICULUM OR SUBJECT AREA
GOALS
OBJECTIVES
TASK ANALYSIS
TASK/STUDENT COMPATIBILITY
TEACHING STRATEGY
a. SUPPORT SERVICES
b. MATERIALS & SUPPLIES
c. MODIFICATION OF EQUIPMENT & TASKS
d. INSTRUCTIONAL SETTING
TEACH
EVALUATE
REVISE
RETEACH
REINFORCE STUDENT LEARNING
REPEAT PROCESS/CONTINUE

After considering components a-d above, the next steps are to teach and evaluate the effectiveness of the lesson, revise the program strategies accordingly, reteach and reinforce students' learning. Regular classroom teachers are encouraged to enlist the initial planning processes of setting goals and objectives and evaluating task/student compatibility. Planning ahead will make the curriculum more relevant to students, parents and the educational team.



HANDBOOK OF
SPECIAL
VOCATIONAL
NEEDS EDUCATION

Career/Vocational Training and
Employment Resource Guide
for Students with
Handicapping Conditions

LOUISIANA DEPARTMENT OF EDUCATION

THOMAS G. CLAUSEN, Ph.D.
Superintendent of Education

May 30, 1988

Career
Education

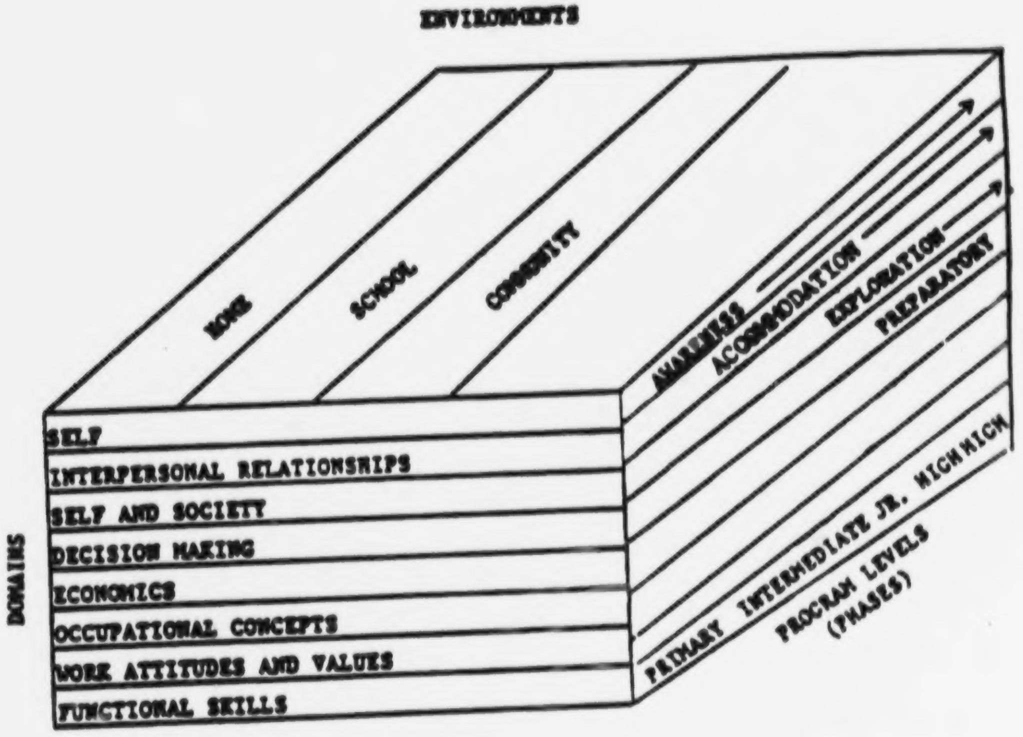
Vocational
Education

SECTION IIA

CAREER/VOCATIONAL TRAINING MODEL FOR MILDLY/MODERATELY HANDICAPPED STUDENTS

SECTION IIA

CAREER/VOCATIONAL TRAINING MODEL FOR MILDLY/MODERATELY HANDICAPPED STUDENTS


ENVIRONMENTS
HOME
SCHOOL
COMMUNITY
AWARENESS
ACCOMMODATION
EXPLORATION
PREPARATORY
SELF
INTERPERSONAL RELATIONSHIPS
SELF AND SOCIETY
DECISION MAKING
ECONOMICS
OCCUPATIONAL CONCEPTS
WORK ATTITUDES AND VALUES
FUNCTIONAL SKILLS
DOMAINS
PRIMARY
INTERMEDIATE
JR. HIGH
HIGH
PROGRAM LEVELS
(PHASES)

AWARENESS

Primary Level

The ideal time to introduce children to the "world of work" is during the elementary school years. During the elementary years, children should be encouraged to begin developing an awareness of basic work and job families. The career awareness phase represents the foundation upon which all future career concepts and skills are developed. During this phase most children become aware of their individuality, distinguish among different types of work and leisure activities, become more responsible for their actions, identify cooperative social behaviors, develop initial classification and decision-making skills, and begin to respect worker values and worker contributions.

During the awareness phase the curricular objectives should provide pupils with the following (Gillet, 1980, pp. 17-21):

1. Awareness of the many career possibilities and ability to visualize themselves in different roles.
2. Understanding that participation in work is a productive way of life that has many benefits.
3. Exposure to the wide range of jobs through field trips, presentations by resource personnel, classroom discussion, games, audiovisual materials, bulletin boards, and simulated experiences.
4. Understanding the consequence of behavior as it relates to effective social, personal, and occupational interactions and accepting responsibility for their behavior.
5. Development of maximum capabilities in the basic subjects and using communication skills and numerical concepts to solve problems encountered in everyday living situations.
6. Understanding that work is a part of daily activities.
7. Verbalizing necessary work habits and attitudes.
8. Information about the community and its resources, which can be used for wholesome leisure activities.
9. Focusing on the person in the job rather than on the career itself.
10. Understanding that there are many jobs in the world, some they will be able to do and others they will not be able to do because of their likes, dislikes, interests, or abilities.

11. Understanding that it takes many jobs to make a functioning family and community.

12. Exposure to general work habits necessary to all jobs through class assignments, simulated, or real work experiences.

13. Understanding the difference between work and play.

14. Awareness that men and women can do the same kinds of work.

The following are the curricular objectives for each of the seven domains developed for students of primary age (K-3).

AWARENESS LEVEL
CURRICULAR OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Self (SF)	1. Interests and Feelings: Aware that people have different feelings and interests about work 2. Mental and Physical Characteristics: Aware that people have different mental and physical characteristics	1a. Recognizes personal interests 1b. Recognizes feelings toward self 1c. Demonstrates feelings of self acceptance (awareness) 2a. Becomes aware of own developing mental and creative abilities, characteristics 2b. Understands the need for the control of his emotions or feelings through acceptable methods
Interpersonal	3. Grooming and Personal Hygiene: Be aware of the importance of good grooming in the work setting 4. Interaction Within Groups: Familiar with concept that people have different interactions within group 5. Interaction between Groups: Familiar with kinds of interaction	3. Recognizes the importance of good grooming habits and appropriate dress 4a. Recognizes feelings toward self, peers, adults, and near environment 4b. Recognizes that human beings are more alike than different 4c. Recognizes the dignity of the individual 5a. Becomes aware of the feelings of peers and adults 5b. Recognizes that there are various peer groups with whom one associates
Self and Society (SS)	6. Impact of Societal Units and Institutions on Values and Expectations: Aware of societal units and institutions and their different values and expectations about work (e.g., person, family, community school, job). 7. Interaction of Social Change and	6a. Recognizes societal institutions that influence personal attitudes and values i. Becomes aware of the family as a basic social unit influencing the individual ii. Becomes aware of the school and community as influences on the individual 6b. Recognizes the contributions of various units to a functioning society

	Developing Technology: Recognizes that social roles and values change with shifts in resources and technology	7a. Understands that other people and tasks may depend on completion of one's own tasks

Domain	Content Areas for IEP Development	Instructional Objectives
		7b. Recognizes that technology and changes in technology influence daily life and values
Decision Making (DM)	8. Setting and Achieving Goals: Differentiates between short- and long-term goals	8. Acquires short-term personal goals.
	9. Decision-making Processes and strategies: Aware that choices/decisions must be made actively	9. Becomes aware of decision-making processes
Economics (EC)	10. Consumers and Producers: Aware that everyone serves in both consumer and producer roles.	10. Sees the concept of work as including various activities. a. Sees that work produces goods and services. b. Differentiates between consumers and producers.
	11. Costs and Rewards of Work: Aware that different costs and rewards are associated with different kinds of work (e.g., life styles, paid/unpaid work in different career paths)	11a. Becomes aware of the economic aspects of the world of work i. Becomes aware of money as a medium of exchange ii. Becomes aware that workers are paid for their services 11b. Becomes aware that ownership can result in loss as well as gain
Occupational and Educational Concepts (OC)	12. World of Work Requirements: Aware that jobs and careers have different requirements	12a. Recognizes the importance of educational setting (home, school, community) to own 12b. Recognizes the relationship between different requirements of school activities and tasks outside the school

12c. Becomes aware of the environment best suited to own learning
12d. Becomes aware of the wide variety of occupations
    i. Considers occupations that interest

Domain	Content Areas for IEP Development	Instructional Objectives
		him. ii. Becomes aware of the occupations represented in the school 12e. Becomes aware of similarities among occupations
Occupational and Educational Concepts (OC)	13. World of Work Operations: Aware of units of organization within world of work (e.g., employers, employees, unions)	13a. Becomes aware of organization within the work world 13b. Differentiates between employers and employees 13c. Recognizes that people change occupations. 13d. Becomes aware of reasons why a person might choose a particular career
Work Attitudes Values (WV)	14. School and Work Behaviors: Aware of appropriate behaviors in family, community, and school settings	14a. Recognizes and performs appropriate behaviors for the school setting 14b. Recognizes the need for leadership and cooperation in family, community, and school settings
	15. Work Incentives: Aware that jobs and careers have different rewards	15a. Recognizes the reasons why people work. 15b. Becomes aware of the range of social and economic benefits associated with various occupations

NOTE: For additional curriculum coordinations, consult the **Louisiana Separate Minimum Standards for Mildly/Moderately Handicapped Students.**

ACCOMMODATION

Intermediate Level

Progressing into the accommodation phase, students should continue to develop their awareness while beginning to relate and fuse their self perceptions with personal goals. Through well-designed curricular activities, occupational knowledge, and the understanding of related work habits, attitudes and values are correlated with personal interests. Students should be provided a variety of opportunities and experiences in making decisions and accepting the consequences of those decisions. During this phase, students begin to recognize and appreciate the influences of cultural/societal values and the impact of economic/technological advances on a local and national basis. During the accommodation phase the curricular goals should provide students with opportunities to:

1. Identify and appreciate their own value system as well as that of others
2. Become increasingly aware of their own abilities, interests, likes and dislikes, as well as those of others
3. Observe and interact with a variety of community workers through field trips and individual activities
4. Identify and study different occupations requiring the knowledge of different tools and basic skills
5. Develop an appreciation that work is satisfying to different people for different reasons
6. Serve others in the community and profit from community citizenship
7. Explore and experience nontraditional work opportunities
8. Progress to the next phase of the program which will add to what he has already accomplished (i.e., exploration)

The following outline provides a suggested format of curricular objectives to guide special education teachers in developing curricular activities in the seven domains and aid in the development of the IEP.

ACCOMMODATION LEVEL
CURRICULUM OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Self (SF)	1. Interests and Feelings: Recognizes that a person's feelings influence career choices, opportunities, and paths	1a. Analyzes present interests as a basis for development of new interests 1b. Appraises feelings toward self
	2. Mental and Physical Characteristics: Recognizes that a person's mental and physical characteristics influence career choices, opportunities, and paths	2a. Recognizes own developing mental and creative abilities 2b. Recognizes physical abilities and limitations
	3. Grooming and Personal Hygiene: Recognizes the importance of good grooming in the work setting	3. Exhibits good grooming habits and appropriate dress for a job
Interpersonal Relationships (IR)	4. Interacts within Group: Recognizes different ways people interact within groups	4a. Relates emotional characteristics as an interpersonal function among self, peers, adults, and near environment 4b. Appraises other's perceptions of self 4c. Copes with praise and criticism from adults and peers in a positive manner
	5. Interactions between Groups: Recognizes different ways groups interact	5a. Recognizes variations in attributes of self, peers, and adults 5b. Relates successfully with various peer groups
Self and Society (SS)	6. Impact of Societal Units and Institutions on Values and Expectations: Differentiates among societal units and institutions and their values and expectations	6a. Sees the interdependence among contributing members of society 6b. Exhibits understanding of the influence of diverse cultures on values i. Recognizes that all cultures are to be respected ii. Recognizes that what is considered acceptable behavior in one culture may be considered antisocial in another
	7. Interaction of Social Change and Developing Technology: Recognizes sources of change in societal roles, values in response to shifts in resources and technology	7. Differentiates among reasons for changing technology and values

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Domain	Content Areas for IEP Development	Instructional Objectives
Decision Making (DM)	8. Setting and Achieving Goals: Recognizes determinants of short- or long-term goals on career opportunities and paths	8a. Becomes aware of future career possibilities 8b. Recognizes that self-knowledge is related to a set or system of values 8c. Recognizes aptitudes which relate to various career clusters
	9. Decision-Making Processes and Strategies: Recognizes how people make decisions	9a. Acquires experience in making decisions and accepting their consequences 9b. Recognizes that there is a continuous interaction between one's knowledge and opportunities 9c. Chooses activities which will use personal interests and abilities in making contributions i. Identifies opportunities afforded through school programs ii. Identifies opportunities afforded through community activities iii. Uses the decision-making process in choosing projects commensurate with own abilities and interests
Economics (EC)	10. Consumers and Producers: Differentiates between the roles and contributions of consumers and producers	10a. Expands the concept of work to include paid and unpaid work. 10b. Differentiates between consumers and producers
	11. Costs and Rewards of Work: Understands influence of supply and demand on costs and rewards of different careers	11a. Investigates the economic factors which influence the life of the individual i. Describes the flow of money in the economic system ii. Compares the effects of supply and demand factors in the labor market on job availability, pay, and work roles iii. Describes how income varies with career type and level

Domain	Content Areas for IEP Development	Instructional Objectives
		11b. Recognizes that different costs, risks, and rewards are involved with investment and ownership i. Correlates compensation with geographical areas ii. Correlates compensation with supply and demand
Occupational and Educational Concepts (OC)	12. World of Work Requirements: Differentiates among job/career requirements	12a. Understands that the education setting (home, school, community) can help one to know own strengths and weakness and to develop life skill 12b. Recognizes the relationship between education and opportunities in the world of work 12c. Recognizes personal modes of learning, management, action, operation 12d. Comprehends that wide variety of occupations exist i. Contemplates work roles which could lead to desired life styles ii. Observes qualities desirable for various occupations 12e. Comprehends the similarities and relatedness of occupations
	13. World of Work Occupations: Differentiates among roles and contributions of units of organization in work world	13a. Recognizes that occupational areas have different levels of responsibility 13b. Realizes that work responsibilities change within occupation because of technology, personal competencies, and job requirements
Work Attitudes and Values (WV)	14. School and Work Activities: Differentiates among roles of leadership and collaboration (e.g., teamwork) in school, community, and work settings	14a. Recognizes and performs appropriate behaviors for the community setting 14b. Recognizes that rewards and problems are involved in leadership roles in family, school, community, and work settings

Domain	Content Areas for IEP Development	Instructional Objectives
	15. Work Incentives: Recognizes benefits and disadvantages of different kinds of work	15a. Recognizes that various rewards may come from work 15b. Describes the personal growth and rewards of work and/or leisure i. Realizes that personal satisfaction may come from work ii. Distinguishes the need for personal satisfaction in work and leisure iii. Describes the satisfaction gained when personal capabilities are effectively used in work and leisure iv. Expresses the personal value that is received from creative work and leisure v. Acknowledges that social recognition may be related to work vi. Recognizes that personal satisfaction results from work that is interesting to the individual vii. Recognizes that monetary rewards may come from work

NOTE: For additional curriculum coordinations, consult the **Louisiana Separate Minimum Standards for Mildly Handicapped Students.**

EXPLORATION

Junior High Level

This phase is distinguished by greater opportunities for students to observe and participate in orientation and exploration activities within the 15 career clusters. Such experiences may include job shadowing, work observation, work activity, and work readiness activities within the community or in simulated settings. During this phase, students need to identify their career interests and aptitudes in preparation for making initial career-vocational training choices upon entry into high school. These activities should enhance the student's self concept as well as develop an appreciation of the importance of education to enable him to successfully engage in any occupational endeavor. There should be a greater effort by teachers to involve the student and his parent/guardian in the responsibility of making decisions regarding the student's career-vocational future during his junior and senior high school years.

During the exploration phase (Grades 7-9 or equivalent) the major career-vocational curricular objectives are as follows:

1. Provide handicapped students with information that will aid them in identifying and understanding their options, opportunities, and requirements in the world of work
2. Provide each handicapped student with a comprehensive job-related experiential background, upon which he can make effective choices related to future vocational and academic training
3. Enable each student to identify the steps in the decision-making process with opportunities to develop skills in decision making on and off the school campus
4. Provide each student with experiences in nontraditional occupations.
5. Provide students with individual direction and counseling regarding the next step of their program

The following represents a suggested curricular sequence that focuses on these goals.

EXPLORATION LEVEL
CURRICULUM OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Self and Society (SS)	1. Interaction of Social Change and Developing Technology: Examines impact of changing social roles, values, and technology on career choices and opportunities	1. Examines impact of changing technology and values on present career choices and opportunities
Decision Making (DM)	2. Setting and Achieving Goals: Examines influence of short- and long-term goals on career opportunities and choices	2a. Acquires some long-term personal goals 2b. Understands the process of evaluating own abilities, personal qualities, aspirations, and other values and their interrelationships 2c. Relates personal characteristics to selected clusters of occupations
	3. Decision-Making Processes and Strategies: Examines benefits and disadvantages of different decision-making strategies	3a. Cultivates the ability to make decisions and analyzes the consequences of own decisions (problem-solving process) 3b. Understands the process of assessing personal competencies such as experience, education, and skills 3c. Formulates tentative career expectations based on personal characteristics i. Recognizes that personal characteristics may make a career choice suitable or unsuitable ii. Analyzes possible career directions compatible with personal characteristics iii. Identifies personal reasons for wanting to change jobs iv. Describes the importance of personal characteristics in seeking employment v. Distinguishes among preparations needed to pursue personal career directions

Domain	Content Areas for IEP Development	Instructional Objectives
Economics (EC)	4. Consumers and Producers: Examine ways local, state, national, and international economic conditions, policies and trends influence career opportunities	4a. Differentiates between consumers and producers 4b. Analyzes the economic aspects of the world of work i. Examines the role of financial institutions in today's economy ii. Analyzes the effect of supply and demand on the world of work 4c. Considers the economic impact of national policies on the availability of jobs
	5. Cost and Rewards of Work: Examine costs/benefits in economic system for different career paths	5a. Develops an idea of the type of life style desired i. Relates desired life styles to occupational preference ii. Realizes that individual may choose a life style 5b. Recognizes factors which influence remuneration and benefits of employment i. Recognizes skill development as a factor influencing remuneration ii. Recognizes the impact of state and federal minimum wage and hour laws iii. Comprehends the Social Security program as related to employment (application procedures, purpose, functions, responsibilities) iv. Recognizes federal and state income tax programs v. Recognizes various kinds of fringe benefits available to employees (insurance, retirement, sick leave, vacation) 5c. Differentiates among costs, risks, and rewards of various kinds of investment and ownership

Domain	Content Areas for IEP Development	Instructional Objectives
Occupational and Educational Concepts (OC)	6. World of Work Requirements: Examines entry level requirements of different job and career paths	6a. Identifies educational setting (home, school, community) to aid in developing life skills 6b. Examines clusters of occupations i. Differentiates among occupational clusters by their relationships to education and training ii. Distinguishes the characteristics which are common and unique among clusters 6c. Analyzes personal modes of learning, management, action, and operation 6d. Explores a wide range of occupations i. Describes specific educational and skills requirements of occupations ii. Differentiates between job tasks iii. Investigates the training and personal requirements for advancement within a given occupation iv. Acquires insight into difference in working conditions v. Distinguishes between occupations related to the production of goods and occupations related to the production of services
	7. World of Work Operations: Recognizes how decisions which influence access to advancement opportunities among employers and employee groups are made (i.e., how roles and customs of internal/external labor markets affect lines of progression)	7a. Describe organization within the work force i. Becomes aware of role, structure, membership, and leadership of labor unions ii. Becomes aware of the role of management in the work force iii. Becomes aware of labor relations including employer-employee responsibilities iv. Recognizes governmental role in the organization and regulation of the work force 7b. Recognizes the nature of change within the work force i. Identifies that some occupations become obsolete because of progress in technology

Domain	Content Areas for IEP Development	Instructional Objectives
Occupational and Educational Concepts (continued)		ii. Sees the interrelationship between supply and demand of workers and continual change in the work force Comprehends the impact of migration and immigration on supply and demand of workers iii. Recognizes that the availability of human and natural resources affects career opportunities iv. Becomes aware that changes in societal attitudes affect roles within the work force (equal rights, job status, roles, laws, labor unions) 7c. Recognizes the process of seeking employment i. Becomes aware of the sources of assistance in seeking employment ii. Becomes aware of the procedures involved in applying for a job
Work attitudes and Values (WV)	8. School and Work Behaviors: Recognizes behavioral requirements of school, community, and work settings	8a. Evaluates behaviors considered appropriate for the school and community settings 8b. Examines responsibilities and functions of different leadership and collaboration strategies in school, community, and work settings 8c. Recognizes that work allows for the integration of the individual into society
	9. Work Incentives: Identifies/examines trade-offs between a person's values and the benefits/costs of specific job/career paths and choices	9a. Describes the personal growth and rewards of work and leisure i. Recognizes that personal satisfactions may come from work and leisure ii. Distinguishes the need for personal satisfaction in work and leisure iii. Describes the satisfaction gained when personal capabilities are effectively used in work and leisure

Domain	Content Areas for IEP Development	Instructional Objectives
Work Attitudes and Values (WV) (continued)		iv. Expresses the personal value that is received from creative work and leisure v. Acknowledges that social recognition may be related to work vi. Recognizes that personal satisfaction results from work that is interesting to the individual vii. Recognizes that monetary rewards may come from work 9b. Recognizes that there is continual personal change during career development i. Recognizes that personal characteristics change as the learner matures ii. Recognizes that personal characteristics change as the learner experiences the world of work iii. Recognizes that change in personal qualifications influences change in career alternatives 9c. Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration

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NOTE: For additional curriculum coordinations, consult the **Louisiana Separate Minimum Standards for Mildly Handicapped Students.**

PREPARATION

High School Level

During this phase the student begins to focus on the educational options and support services available to him in making appropriate career decisions, obtaining adequate occupational training, and developing functional educational and vocational competencies. The development of such competencies may lead to advanced educational or vocational training options at the postsecondary school level or to job-entry-level employment upon exiting high school.

At the high school level, the student further refines his self-concept and begins to identify with an occupational role through advanced career exploration and initial vocational preparation activities. The student should demonstrate greater awareness of the importance of continuing his own education; consider the negative future implication of dropping out of school; explore various occupational clusters to verify his interests and aptitudes; demonstrate appropriate affective independent and group worker training; prepare to enter a chosen educational/occupational choice; obtain initial employment and/or enroll in an appropriate postsecondary school or institute of higher learning. At this point, the student's educational pursuits should be viewed as a vital means to obtaining his future life goals.

During the exploration and preparation phase of career development, the learner will attain employable qualities and skills for the world of work, including independence and personal fulfillment. The following outline represents curricular objectives suggested for use with developing curricula for Grades 9-12 (or equivalent).

1. Refines personal career awareness and interests

2. Recognizes the home, school and community settings as important components to the development of life skills

3. Develops career goods and analyzes the need for future occupational and/or educational training

4. Recognizes that one's personal characteristics and values may change as one contrives to progress in a career

5. Trains and prepares to enter job in specific, selected occupational area

6. Evaluates own job performance and modifies behavior/skills accordingly

PREPARATION LEVEL
CURRICULUM OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Self (SF)	1. Interests and Feelings: Reconciles conflict between a person's feelings and interests and specific career paths	1a. Refines personal interests, both awareness and judgment 1b. Considers emotional characteristics as a function of own total being
	2. Mental and Physical Characteristics: Reconciles conflict between a person's mental and physical characteristics and specific career path	2a. Correlates personal aspirations and life goals to own mental and creative abilities 2b. Conceptualizes the importance of own physical abilities and potentials
Interpersonal Relationships (IR)	3. Interactions within Groups: Recognizes how people resolve conflict within groups	3a. Utilizes appropriate personal emotional characteristics (feelings) when interacting with self, peers, adults, and near environment 3b. Evaluates image of self as perceived by oneself and others 3c. Recognizes and appreciates the contributions and interdependence of workers with different attributes
	4. Interaction between Groups: Recognizes how people resolve conflicts between groups	4. Differentiates among ways in which different peer groups exert formal and informal controls
Self and Society (SS)	5. Impact of Societal Units and Institutions on Values and Expectations: Recognizes ways people resolve conflicts between personal values and the expectations of societal units and institutions	5a. Recognizes that in a service-oriented society, work consists of activities which allow individuals to fulfill personal needs and those of society 5b. Recognizes the interdependency between the individual and society's needs 5c. Reconciles personal values in one's own need and societal welfare
	6. Interaction of Social Change and Developing Technology: Forecasts long-term impact of trends in social roles, values, and technology on career choices and opportunities	6. Forecasts trends in career choices and opportunities emerging from changing technology and values

Domain	Content Areas for IEP Development	Instructional Objectives
Decision Making (DM)	7. Setting and Achieving Goals: Reconciles conflicts between competing short- and long-term goals in career/life planning	7a. Synthesizes and develops plan for achieving personal goals 7b. Demonstrates the ability to apply the process of evaluating own abilities, personal qualities, and values and their interrelationships 7c. Analyzes personal characteristics as they relate to areas of interest
	8. Decision-Making Processes and Strategies: Applies appropriate decision-making strategies to carry out planning	8a. Effects decisions and anticipates consequences of those decisions 8b. Demonstrates the ability to apply the process of evaluating personal competencies, such as experience, education, and skills 8c. Generates plans and begins preparation for occupational entry into selected occupational area(s) i. Identifies specific educational and skill requirements for occupational entry in selected occupational area(s) ii. Aligns personal goals and desired life style plans with occupational area(s) iii. Identifies personal alternatives in current occupational trends iv. Evaluates impact of altering occupational objectives to accommodate individual life style 8d. Realizes that preparation for occupational entry at the secondary level can lead to employment upon high school graduation or lead to more specific preparation for occupational entry at the postsecondary level

Domain	Content Areas for IEP Development	Instructional Objectives
Economics	9. Consumers and Producers: Resolve conflicts between economic conditions, policies, and trends and career opportunities	9a. Differentiates between consumers and producers 9b. Analyzes and experiences the economic aspects of the world of work 9c Evaluates the role of the financial institutions in today's economy 9d. Becomes aware of the effect of international and national economic policies on employment
	10. Costs and Rewards of Work: Resolves conflicts between costs and benefits of different career paths	10a. Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs i. Demonstrates the understanding of the application of economic principles in remuneration for different kinds of work ii. Evaluates factors influencing incomes and advancement opportunities in occupations iii. Investigates fringe benefits iv. Examines the cost of attending vocational schools, colleges, apprenticeships, trade schools, and technical schools v. Considers avocational pursuits and their economic impact 10b. Examines impact of various investment costs, risks, and rewards on career choices and opportunities
Occupational and Educational Concepts (OC)	11. World of Work Requirements: Matches a person's preparation and experience with the requirements of different job/career paths (e.g., transferability of skills, serial career paths, matching people to opportunities)	11a. Recognizes and uses the educational setting (home, school, and community) as aid in developing life skills 11b. Analyzes how skills, education, training are related to a variety of occupational choices (e.g., transferability of skills from job to job) 11c. Makes effective use of personal modes of learning, management, actions, and operation

Domain	Content Areas for IEP Development	Instructional Objectives
Occupational and Educational Concepts (continued)		11d. Continues exploration of occupational areas while doing in-depth analysis of areas of interest 11e. Differentiates between life styles as affected by occupational choices 11f. Examines the interrelatedness of skill requirements for similar occupations 11g. Develops competencies in seeking employment. i. job applications ii. job interviews iii. interviews 11h. Develops entry-level occupational competencies i. Differentiates between entry-level and skilled employment ii. Defines logical points of occupational entry iii. Identifies educational opportunities available in school and community that will assist in implementing plan for occupational entry into selected occupational area(s) iv. Participates in those educational opportunities that will develop desired occupational skills
	12. World of Work Operations: Resolves conflicts between a person's preparation/experience and access to opportunities in internal/external labor markets	12a. Analyzes organization within the work force i. Analyzes role, structure, membership, and leadership of labor unions ii. Analyzes the role of management in the work force iii. Analyzes labor relations including employee-employer responsibilities iv. Analyzes governmental role in the organization of the work force v. Becomes aware of alternative organizational structures based on cooperation

Domain	Content Areas for IEP Development	Instructional Objectives
Occupational and Educational Concepts (continued)		12b. Recognizes the dynamic nature of the work force i. Identifies that some occupations become obsolete because of advances in human and scientific technology ii. Analyzes the demographic implications of occupational opportunities
Work Attitudes and Values (WV)	13. School and Work Behavior: Recognizes consequences of appropriate and inappropriate behavior in work and community settings	13a. Assesses and manages own behavior in personal value system and societal expectations 13b. Evaluates the effectiveness of different leadership and collaboration strategies in various school, community, and work settings 13c. Recognizes the interdependency between the individual and society's needs, and their implications for work
Work Attitudes Values (WV)	14. Work Incentives: Maximizes net advantage of alternative career paths and choices	14a. Describes the personal growth and rewards of work and leisure i. Recognizes that personal satisfaction may come from work ii. Distinguishes the need for personal satisfaction in work or leisure to maintain mental and physical well-being iii. Describes the satisfactions gained when personal capabilities are effectively used in work and leisure iv. Expresses the personal value that is received from creative work and/or leisure v. Acknowledges that social recognition may be related to work vi. Recognizes that personal satisfaction results from work that is interesting to the individual

Domain	Content Areas for IEP Development	Instructional Objectives
Work Attitudes Values (WV) (continued)		vii. Recognizes that monetary rewards may come from work 14b. Recognizes that personal characteristics and values change as careers progress 14c. Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparation-level components

COMPREHENSIVE LEVEL
CURRICULUM OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Functional Skills	1. Calendar Time	(La Separate Minimum Standards) 1a. Explain use of time 1b. Explain two methods of measuring time 1c. relate concepts of time to events (morning, noon, afternoon, evening, night, yesterday, tomorrow, today, now and later, the day before) 1d. Name the days of the week 1e. Name the months of the year 1f. Write a given date using numerals 1g. Locate the major holidays on a calendar 1h. State the relationship of days to week: 7days = 1 week 1i. Explain concept of work week 1j. State the relationship of months to weeks: some months = 4 weeks 1k. State the relationship of months to weeks: some months = 5 weeks 1l. State the relationship of days to years: 365 days = 1 year 1m. State the relationship of leap year to days: leap year = 366 days 1n. Identify that a leap year occurs every 4 years 1o. State the relationship of months to year: 12 months = 1 year 1p. State the relationship of weeks to years: 52 weeks = 1 year 1q. Identify number of days in each month 1r. State the relationship of ½ year to months: ½ year = 6 months or semi-annually 1s. State the relationship of ¼ year to months: ¼ year = 3 months or quarterly

Domain	Content Areas for IEP Development	Instructional Objectives
	2. Clock Time	2a. Identify the hour and minute hands on a nondigital clock 2b. State the relationship of minutes to seconds: 1 minute = 60 seconds 2c. State the relationship of minutes to hours: 60 minutes = 1 hour 2d. State the relationship of hours to days: 24 hours = 1 day 2e. State the relationship of minutes to hours: 15 minutes = ¼ hour 2f. State the relationship of minutes to hours: 30 minutes = ½ hour 2g. State the relationship of minutes to hours: 45 minutes = 3/4 hour 2h. Tell time to the hour 2i. Tell time to the half-hour 2j. Use a calendar to determine the day of the week, month and year of a given date 2k. Convert a numerical date, such as 3/8/81, to equivalent month, day and year 2l. Record time using colon notation (limit to the hour and half-hour) 2m. Designate A.M. or P.M. in a 24-hour period 2n. Tell time on the quarter hour 2o. Tell time to the nearest five-minute interval 2p. Tell time to the nearest minute 2q. Tell time using a digital watch 2r. Compute the time in the different time zones in the continental U.S. 2s. Distinguish between standard time and daylight saving time

Domain	Content Areas for IEP Development	Instructional Objectives
	3. Money	3a. Identify a penny 3b. Identify a nickel 3c. Identify a dime 3d. Identify a quarter 3e. Identify a half dollar 3f. Identify a dollar bill 3g. Identify a five dollar bill 3h. Identify a ten dollar bill 3i. Identify a twenty dollar bill 3j. Identify the ¢ symbol 3k. Associate the ¢ symbol with the value of a penny 3l. State relationship of pennies to nickel: 5 pennies = 1 nickel 3m. State relationship of pennies to dime: 10 pennies - 1 dime 3n. State relationship of pennies to quarter: 25 pennies = 1 quarter 3o. State relationship of pennies to ½ dollar: 50 pennies = ½ dollar 3p. State relationship of pennies to dollar: 100 pennies = 1 dollar 3q. Associate the ¢ symbol with the value of a nickel 3r. State the relationship of nickels to a dime: 2 nickels = 1 dime 3s. State the relationship of nickels to a quarter: 5 nickels = 1 quarter 3t. State the relationship of nickels to a half dollar: 10 nickels = ½ dollar 3u. State the relationship of nickels to a dollar: 20 nickels - 1 dollar 3v. Associate the ¢ symbol with the value of a dime 3w. State the relationship of dimes to a ½ dollar: 5 dimes = ½ dollar 3x. State the relationship of dimes to a dollar: 10 dimes = 1 dollar

Domain	Content Areas for IEP Development	Instructional Objectives
	4. Measurement	4a. Identify the foot as a unit of customary measure of length 4b. Identify the yard as a unit of customary measure of length 4c. Identify the mile as a unit of customary measure of length 4d. Measure lengths to the nearest inch and record 4e. Measure lengths to the nearest foot and record 4f. Measure lengths to the nearest yard and record 4g. Identify the ounce as a unit of customary measure of weight 4h. Identify the pound as a unit of customary measure of weight 4i. Measure weight in pounds and record 4j. Identify the teaspoon as a unit of customary liquid 4k. Identify the tablespoon as a unit of customary liquid measure 4l. Identify the cup as a unit of customary liquid measure 4m. Identify the pint as a unit of customary liquid measure 4n. Identify the quart as a unit of customary liquid measure 4o. Identify the half-gallon as a unit of customary liquid measure 4p. Identify the gallon as a unit of customary liquid measure 4q. Measure liquid to the nearest teaspoon 4r. Measure liquid to the nearest tablespoon 4s. Measure liquid to the nearest cup 4t. Measure liquid to the nearest pint 4u. Measure liquid to the nearest quart 4v. Measure liquid to the nearest half-gallon 4w. Measure liquid to the nearest gallon 4x. Measure weight in ounces and record

Domain	Content Areas for IEP Development	Instructional Objectives
		4y. Measure lengths to the nearest half-inch and record
		4z. Identify the teaspoon as a unit of customary dry measure
		4aa. Identify the tablespoon as a unit of customary dry measure
		4bb. Identify the cup as a unit of dry measure
		4cc. Convert weight measures: milligrams to grams to kilograms; kilograms to grams to milligrams
		4dd. Add and subtract measurements of length: meters and centimeters
		4ee. Add and subtract measurements of weight: kilograms and grams
		4ff. Add and subtract measurements of capacity: liters and milliliters
	5. Temperature	5a. Identify thermometers and their functional application
		5b. Identify degree markings and the symbol degree on a thermometer
		5c. Read a thermometer accurately or estimate to the nearest ten degrees
		5d. Differentiate between hot and cold extremes on a thermometer
		5e. Read a thermometer in Celsius
		5f. Read a thermometer in Fahrenheit
		5g. Differentiate between the terms: Freezing and boiling
		5h. Read and interpret simple bar graphs
		5i. Read and interpret simple pictographs, line graphs and circle graphs
	6. Word Problems Involving Measurement	6a. Solve word problems involving weight (no conversions)
		6b. Solve word problems involving length (no conversions)
		6c. Solve word problems involving volume (no conversions)
		6d. Solve addition problems using money
		6e. Solve subtraction problems using money

Domain	Content Areas for IEP Development	Instructional Objectives
		6f. Solve multiplication problems using money 6g. Solve division problems using money 6h. Solve two-step word problems involving addition and subtraction of money 6i. Solve two-step word problems involving amounts of money not exceeding ten dollars 6j. Solve word problems involving time in hours only and in minutes only 6k. Solve word problems involving time in days, weeks, months and years (no conversions) 6l. Compute sums and differences in time problems involving hours and minutes 6m. Read, interpret, and compute word problems involving decimals 6n. Explain and solve word problems involving percent 6o. Interpret and solve word problems using fractions
	7. Career Awareness and Prevocation	7a. Define work and play 7b. State the difference between work and play 7c. Name a variety of jobs 7d. Verbalize why it takes a variety of jobs to make up a functional community 7e. Verbalize why money is necessary 7f. Role play how currency, checks, credit cards, money orders, and food stamps are characteristic of money used in exchange for goods and service 7g. State reasons why a person might choose a particular career 7h. Explore jobs the student may be able to accomplish 7i. Explore jobs that are appropriate employment choices 7j. State how spare-time activities may lead to possible full-time employment opportunities 7k. State part-time job possibilities 7l. State all available sources for locating a job (want ads, signs in window)

Domain	Content Areas for IEP Development	Instructional Objectives
		7m. Name people who could help him find a job
		7n. Compile a list of public and private agencies to contact for jobs
		7o. Locate realistic job possibilities (occupational handbooks)
		7p. Role play scheduling an appointment for a job interview by phone
		7q. Identify the conditions which may affect wages: sick leave, strikes, holidays, vacations
		7r. Differentiate between "laid off" and being "fired" from a job
		7s. Complete job application form
		7t. Role play a job interview
		7u. State relationship between wages and time on job (including part-time, double-time)
		7v. Calculate wages due for various rates and time periods
		7w. State difference between gross pay and net pay
		7x. Complete forms related to employment, such as social security, withholding, union forms, W-2 tax forms, insurance forms
		7y. Punch a time clock
	8. Pay Checks	8a. Endorse a pay check
		8b. Locate the various categories on a pay check stub, such as gross pay, net pay, retirement, withholding, insurance, etc
		8c. Plan a budget based on take-home pay
		8d. State reasons for saving money
		8e. Explore some of the services provided by banks
		8f. State reasons for unemployment compensations
		8g. State reasons for joining trade and labor unions
		8h. Discuss minimum wages, working hours, and conditions as established by law
		8i. Explain fringe benefits such as social security, insurance plans, sick and annual leave
		8j. Explore reasons for the need of pensions and retirement plans

Domain	Content Areas for IEP Development	Instructional Objectives
		8k. Compute hours worked in one day
		8l. Compute hours worked in one week
		8m. Compute hours worked in a pay period
		8n. Compute gross pay
		8o. Identify types of deductions: Federal and State Income Tax and FICA insurance, retirement, union dues, etc.
		8p. Compute net pay
		8q. Cite two instances when a worker would be paid overtime
		8r. Compute time-and-a-half
		8s. Compute double-time wages
		8t. Compute wages for piecework
		8u. Compute commission wages
	9. Mechanical Aids	9a. Demonstrate ability to operate a calculator
		9b. Demonstrate ability to operate an adding machine
		9c. Demonstrate ability to operate a cash register
	10. Vocational	10a. Exhibit good grooming habits and appropriate dress for a job
		10b. Plan transportation routes to given destination
		10c. Take care of belongings
		10d. Carry out routine tasks when requested
		10e. Be punctual and attend job consistently
		10f. Bring essential work materials to job
		10g. Use time constructively
		10h. Complete assigned tasks
		10i. Verbalize safety precautions for different vocational situations
		10j. Attend to appropriate tasks for the required length of time

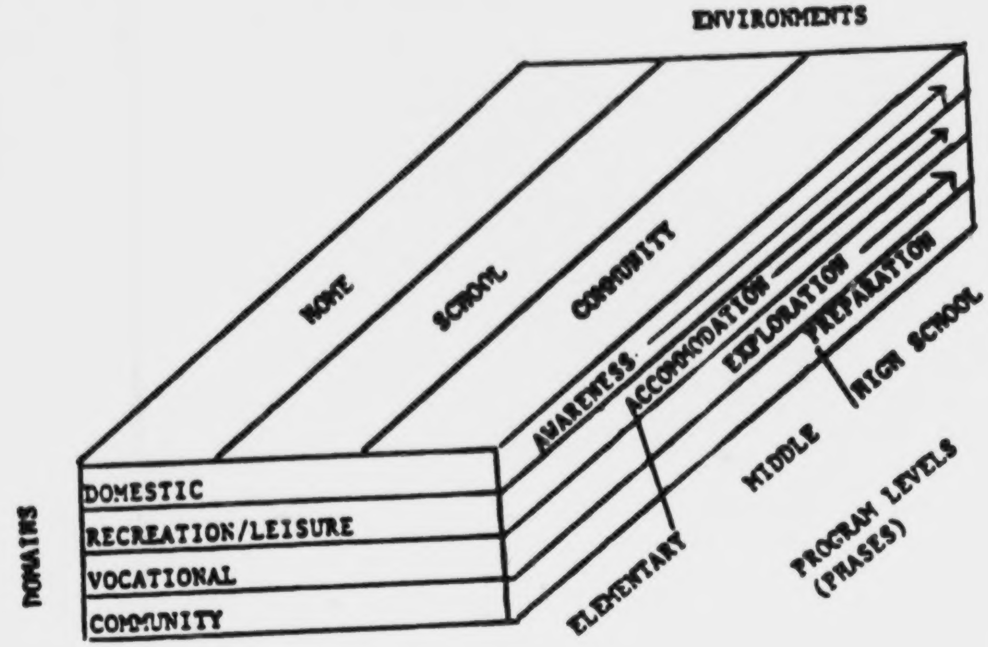
NOTE: For additional curricular considerations, consult the **Louisiana Separate Minimum Standards for Mildly Handicapped Students.**

SPEED
LIMIT
THINK SAFETY
STOP

SECTION IIB

CAREER/VOCATIONAL TRAINING MODEL FOR SEVERELY/PROFOUNDLY HANDICAPPED STUDENTS

CAREER/VOCATIONAL TRAINING MODEL FOR SEVERELY/PROFOUNDLY HANDICAPPED STUDENTS


ENVIRONMENTS
HOME
SCHOOL
COMMUNITY
AWARENESS
ACCOMMODATION
EXPLORATION
PREPARATION
DOMAINS
DOMESTIC
RECREATION/LEISURE
VOCATIONAL
COMMUNITY
ELEMENTARY
MIDDLE
HIGH SCHOOL
PROGRAM LEVELS
(PHASES)

GENERAL CURRICULAR GOALS

The goals underlying the curricular guidelines provide the context in which the skills listed in the guidelines are to be selected and taught. The goals were designed for all learners served in classrooms for students with severe/profound handicaps and should be considered when developing programs, as should the appropriateness of specific goals for individual learners. Specific goals for individual learners should be determined through the IEP process and will depend, in part, on the nature and severity of the learner's handicapping condition.

1. Severely/profoundly handicapped learners should attend integrated public schools when appropriate. Social interactions between moderately and severely/profoundly handicapped and nonhandicapped learners are more likely to occur when learners are in close proximity to one another. Integrated public school settings, therefore, increase opportunities for longitudinal social interactions.

2. Severely/profoundly handicapped learners should attend chronologically age-appropriate public schools. To facilitate the development of chronological age-appropriate social interaction skills, moderately and severely/profoundly handicapped learners must have the opportunity to participate in age-appropriate social interactions.

3. Individual Education Plans (IEP's) for severely/profoundly handicapped learners should prepare them to participate as independently as possible in integrated community, domestic, recreation/leisure, and vocational environments.

4. To facilitate independent participation in integrated community environments, the curricular domains for severely/profoundly handicapped learners should be organized around the major environments in which learners currently participate and/or will potentially participate. The major environmental domains include domestic, recreation/leisure, vocational, and general community.

5. Skills should be ultimately assessed and taught in the nonschool environments in which they will be used.

6. The Ecological Analysis approach should be used to determine the demands of individual learners' current and future environments. These demands should be used to rank the skills to be taught.

7. Tasks and activities used in instruction should be chronologically age-appropriate and functional.

8. Social/adaptive, communication, motor, and functional academic instruction should be integral components of domestic living, recreation/leisure, vocational, and general community instruction.

9. Severely/profoundly handicapped learners should not be excluded from participating in domestic, recreation/leisure, vocational, and general community activities because they may never achieve independent participation. Adaptations in procedures, materials, and/or tasks should be considered to allow learners to participate to the maximum extent possible.

10. There should be close coordination between parents and teachers in selecting high priority skills to increase participation in the home and other community settings.

11. Transitions of severely/profoundly handicapped learners between classroom placements (e.g., from an elementary to a middle school placement) and from secondary school to adult services should be carefully planned to enhance continuity of programs across placements and to provide learners with training in skills which will facilitate success in the next placement.

12. Social interactions should be an integral component of all training provided to severely/profoundly handicapped learners. Social interactions should not be a separate curricular domain identifying skills that are taught in isolation. Instead, social interaction activities should be incorporated into the entire curriculum throughout the day.

13. Nonhandicapped learners should receive training on how to interact with severely/profoundly handicapped learners. Although moderately and severely handicapped learners can become more competent in social interaction activities, not all will become socially astute. When nonhandicapped peers have been taught to socially interact with them, they can at least partially participate in social interaction activities.

14. Social interaction training should be conducted at home and in community environments to ensure the generalization of skills. Because severely/profoundly handicapped persons have difficulty generalizing behaviors, training should take place in as many natural environments as possible.

15. Social interaction training should become a regular component of education for severely/profoundly handicapped and nonhandicapped learners. Parents, teachers, and administrators should provide for social interaction programming as an ongoing component of education.

Domestic Domain

Components of a domestic skills curriculum should be an integral part of a student's weekly schedule. During the early elementary years, much of this instruction will occur as a natural result of classroom activities while other skills may be taught through role playing and structured and nonstructured play times. As the student progresses from the primary to the intermediate elementary level, environments other than the classroom may be more desirable to teach some skills (e.g., meal preparation, bedmaking). Teachers should be encouraged to investigate options for domestic skill training such as group homes, and possibly even the student's home when a community domestic site seems to be a more appropriate environment than the classroom. Since the overall objective of this suggested domestic curriculum is to provide for increased independence for the student in his current and subsequent living environment, it is essential to involve parents in the planning, implementation, and evaluation of each student's domestic program. As a student enters the last years of school, it becomes especially important to anticipate his future domestic environment. Emphasis can then be placed on preparing a student for this specific environment as well as continuing to refine those skills necessary in any domestic environment. Low incidence students and students with profound multiple handicaps should be encouraged to participate in all activities to the maximum extent possible, depending on their individual functional levels. Adaptations and modifications to facilitate their participation should be made when possible.

Elementary School Level

At this level, instruction should be primarily directed toward: 1) practice of domestic activities as they relate to the natural requirements of the home and school environments; 2) frequent exposure to concept areas such as nutrition, wellness, family life, and social interactions appropriate to age and specific situations; 3) increasing independence in the performance of personal hygiene/grooming tasks; and 4) increasing self-awareness of personal/hygiene needs and routines.

As a student progresses through the elementary level, he should not only learn to perform a variety of domestic tasks but also to identify the need to perform these tasks independently. At the elementary level, many domestic skills can be taught as they naturally occur during the routine of a school day (e.g., cleaning up the work area upon completion of a task, proper hygiene before and after meals). Other suggested activities may be more effectively taught in a natural environment apart from the classroom or the school building (e.g., student's home, group home).

Special consideration should be given to determining parent preferences in existing domestic routines, sequences, and materials/equipment available to the student in the home. This becomes increasingly important as the student begins to perform the domestic routines taught at school in the home.

Middle School Level

At this level, instruction should be directed primarily toward: 1) increasing the student's level of independence in performing domestic tasks including, a) expanding the student's use of tools and materials, b) expanding the length of the domestic routines performed by the student, c) identifying the need and initiating the performance of domestic tasks as part of the student's daily/weekly routine; and 2) demonstrating self-awareness in the areas of a) nutrition, b) family life, and c) physical health and hygiene.

Special consideration should be given to determining parental preferences in existing domestic routines, sequences, and materials/equipment available to the student in the home.

If skills set forth in the following instructional sequence for middle level students cannot effectively be taught in the school facility, alternative community domestic sites (e.g., student's home, apartment, group home) should be used to teach these skills.

High School Level

At this level, the student is becoming an adult within his household. Curricular planning should continue to develop domestic skills necessary in grooming, hygiene, health-education. family life, house cleaning, meal preparation, and care of clothing. Sequencing skills and activities will be emphasized including identifying the need to perform, select, plan, initiate, participate, maintain, and complete activities. The student should acquire skills that allow him to perform some activities as independently as possible as well as those skills necessary to participate and interact with others in domestic activities. More specifically, the student should acquire skills which are necessary to meet the day-to-day needs and interests of the student as an individual, as well as those which allow him to become a contributing social member of a functioning household. In order for the educational program to be as preparatory as possible, post-school domestic environments need to be projected. Parental input is critical in determining and analyzing these post-school domestic environments for each student. The projected post-school domestic environment will affect the kind of individualized domestic programming that should be provided for each student.

ELEMENTARY LEVEL
CURRICULAR OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic	1. Personal Health Care 1. Toileting	1a. Indicate need to go or to be taken to the bathroom and reduce accidents
		1b. Locate correct bathroom
		1c. Develop an individualized toileting routine
		1d. Use tissue appropriately
		1e. Indicate the need to change wet/soiled pants
		1f. Wash hands
	2. Dressing	2a. Identify clothing articles
		2b. Remove clothing articles appropriate to the situation (i.e., go to bed, come inside)
		2c. Put on clothes in correct sequence
		2d. Put clothes on correctly (e.g., right side out, front and back correct, etc.)
		2e. Assist helper in getting dressed
		2f. Develop/practice use of fasteners
		2g. Develop skills for footwear (shoe tying, lacing, buckling)
		2h. Choose clothing appropriate to situation, weather, activity, and coordination
		2i. Start to choose clothing that matches and/or "goes together" (e.g., stripes, plaids, colors)
	3. Grooming	3a. Comb hair
		3b. Use mirror to assure daily neatness
		3c. Brush teeth (consider use of electric toothbrush)
		3d. Shower/bathe
		3d. Wash hair
		3f. Use hair dryer
		3g. Use of deodorant/menstrual products as necessary

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	4. First Aid/Safety	4a. Say no to unsafe activities 4b. Keep hands/objects out of mouth 4c. Blow nose and dispose of tissues 4d. Cover mouth when coughing, sneezing 4e. Keep band-aids on; wash cuts; keep dirt out 4f. Introduce school nurse; talk about doctors, dentist, tools they use; and role play visits to doctor, dentist, hospital to lessen fear 4g. Recognize the poison sign as danger and recognize items which are poisonous (e.g., cleaning fluids, house plants) 4h. Recognize and report sickness or injury to adult or supervisor
	5. Nutrition	5a. Introduce a wide variety of tastes and smells 5b. present/select snack foods that are low calorie and nutritious 5c. Identify four basic food groups 5d. Stress appropriate portions of food to eat 5e. Stress liquid/water intake
	6. Wellness	6a. Develop daily exercise routine and a knowledge of what body parts each exercise strengthens 6b. Practice good sleeping habits 6c. Practice weight control 6d. Recognize and deal appropriately with emotions and feelings in self and others
	7. Family Life and Social Interactions	7a. Recognize family members and kinds of families 7b. Discriminate boys/girls, men/women 7c. Recognize signs of growth 7d. Recognize behavior appropriate to age in private (home) and public (school, community) locations 7e. Recognize family roles and responsibilities

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	II. Housekeeping 1. Receive Exposure to Daily Classroom Maintenance to Include Role Playing with Appropriate Toys at the Earlier Levels	1a. Pick up toys
		1b. Put chairs under table
		1c. Wipe/dust table tops
		1d. Erase chalkboards
		1e. Clean sink
		1f. Vacuum
		1g. Sweep floors
		1h. Wring washcloths, sponges, paper towels
		1i. Keep desk clean
		1j. Keep locker clean
	2. Receive Introduction to a Domestic Site	2a. Make beds
		2b. Strip linens from bed; determine what needs to be laundered
		2c. Expose changing of bed linen
		2d. Dust furniture
		2e. Clean sinks
		2f. Sweep floors
		2g. Vacuum
	III. Clothing Care	1a. Demonstrate where dirty clothes go and where clean clothes go
		1b. Sort dark vs. light clothes for laundry
		1c. Identify and state function of washing machine and dryer
		1d. Demonstrate an understanding of vocabulary: warm, cold, dry, wash, soap
	2. Clothing Awareness	2a. Sort and label clothing articles
		2b. Match clothes in pairs (socks, mittens)
		2c. Discriminate own clothing from others
		2d. Hang clothes on a hook--right side up
		2e. Put things on a shelf in locker
		2f. Hang clothes on a hanger
		2g. Fold clothes (e.g., socks, towels, washcloths, undershirts, pants, etc.)
		2h. Recognize when a repair is needed

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	IV. Meal Preparation*	
	1. Kitchen Skills	1a. Identify basic tools and utensils used in the kitchen and demonstrate function (e.g., mixer, stove, toaster, knife, can openers, spoons, pots, and pans, etc.)
		1b. Demonstrate basic kitchen hygiene (e.g., wash hands, keep hands and utensils out of mouth/hair, etc.)
		1c. Practice: stirring, pouring, cutting, spreading, and scraping
		1d. Get ingredients ready "What do you need" to make ________
		1e. Discriminate hot/cold
		1f. Begin use of measurement: divide in half; recognize full, not full, empty
		1g. Follow simple (pictorial) recipes
		1h. Observe function of toaster, manual and electric can opener, bottle cpener (not independent use)
		1i. Set the table
		1j. Open/close containers (e.g., jars, milk cartons, boxes, plastic containers, etc.)
	2. Demonstrate Eating Skills	2a. Eating finger foods, taking one bite at a time
		2b. Using a spoon and a fork
		2c. Using a napkin
		2d. Using a knife to spread and cut
		2e. Handling containers (e.g., pitchers, serving dishes, trays, etc.)

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*The teaching of safety precautions in the kitchen is an essential component in meal preparation across all three instructional levels.

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)		2f. Pouring liquids
		2g. Demonstrating table manners (e.g., saying "please" and "thank you," eating with mouth closed, not talking with full mouth, passing food, etc.)
		2h. Opening containers and wrappers
		2i. Using a straw
		2j. Competing cafeteria style routine (e.g., picking up meal tray, getting straw and napkin, disposing of garbage and unwanted food, etc.)
		2k. Eating at an appropriate rate
	3. Prepare Foods not Requiring Use of Stove	3a. Toast
		3b. Salads
		3c. Cereals
		3d. Juices
		3e. Pudding
		3f. Sandwiches
		3g. Chocolate milk
		3h. Fruit
		3i. Vegetables
	4. Clean-Up	4a. Clear table, rinse, and stack dirty dishes
		4b. Wipe tables
		4c. Scrape dishes, wash dishes, learn to adjust water temperature
		4d. Start to put dishes away
		4e. Wipe up spills
		4f. Clean sink
		4g. Wring out and hand up dishrags and dish towels
		4h. Receive exposure to use of dishwasher (e.g., unloading clean dishes)
		4i. Discriminate garbage from nongarbage
		4j. Store leftovers

MIDDLE SCHOOL LEVEL
CURRICULAR OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic	I. Personal Health Care	1a. Review bathroom labels: men, women, ladies, gentlemen
	1. Toileting	1b. Plan ahead for bathroom needs (e.g., go to bathroom before a trip, between classes, etc.)
		1c. Check appearance in bathroom mirror
		1d. Use variety of community bathroom facilities
	2. Dressing	2a. Maintain neat appearance (e.g., clean clothes, zippers zipped, shoes tied, shirts tucked in, clothes not ripped, etc.)
		2b. Match outfits (e.g., color and designed)
		2c. Choose clothing styles appropriate to age and current trends
		2d. Determine daily clothing independent of adult supervision (e.g., weather, style, occasion, personal choice, etc.)
		2e. Determine when clothes need to be laundered and care for them accordingly
	3. Grooming	3a. Demonstrate skin care skills i. cleanse skin ii. moisturize skin iii. medicate skin iv. use make-up
		3b. Demonstrate dental care skills i. toothbrush ii. floss iii. water pic iv. what causes cavities, etc.
		3c. Demonstrate hair care skills i. shampoo hair ii. maintain daily neatness iii. style/part hair

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)		iv. dry hair with towel and electric hair dryers v. safety with electrical aids
		3d. Demonstrate shower/bath skills i. regulate water temperature ii. shower/bathe safely and correctly or appropriately
		3e. Demonstrate shaving skills (person option) i. face ii. legs iii. underarms iv. razor safety
		3f. Demonstrate nail care (personal option) i. clean nails ii. file nails iii. care for cuticles iv. polish nails
		3g. Demonstrate menstrual hygiene skills i. use of sanitary items including appropriate disposal ii. change sanitary items as needed throughout the day iii. carry sanitary items needed in order to be prepared
		3h. Use toiletries (personal option) i. deodorant ii. mouthwash iii. cosmetics iv. colognes
	4. First Aid/Safety (Add Safety from Louisiana Minimum Standards)	4a. Carry tissue, especially in community
		4b. Recognize emergencies and seek help (e.g., seizure, choking)
		4c. Apply first aid for cuts and burns
		4d. Demonstrate wheelchair safety
		4e. Discuss medical personnel
	5. Nutrition	5a. Classify foods in four food groups
		5b. Plan balanced meals using four food groups
		5c. Learn importance of carbohydrates, vitamins, minerals, and protein in diet
		5d. Select snack foods based on nutrition/calories

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	6. Wellness	6a. Recognize reasons for and methods of controlling weight
		6b. Learn various forms of exercise
		6c. Establish and demonstrate exercise routine
		6d. Demonstrate relaxation exercises
		6e. Recognize/channel emotions appropriately
		6f. Develop awareness of smoking, drinking, and drug use and their effects on the body
	7. Family Life and Social Interactions	7a. Identify sex organs and their appropriate reference
		7b. Identify basic growth distinctions for both males and females
		7c. Develop awareness of public vs. private behavior
		7d. Develop appropriate social interactions for age
		7e. Discuss possible family change (e.g., birth, death, divorce, remarriage, foster families, group homes, etc.)
		7f. Continue to expand repertoire of information pertaining to family roles and responsibilities
	II. Housekeeping	
	1. Straighten an Area; Pick Up and Put Items in Correct Areas	
	2. Dust	2a. Flat and nonflat furniture
		2b. Use of waxes and cleaners
	3. Vacuum (including moving and replacing furniture)	
	4. Change Bed Linens	
	5. Clean Glass	5a. Mirrors
		5b. Doors/windows

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	6. Clean Bathrooms	6a. Clean sink with cleanser
		6b. Toilet
		6c. Bathtub/shower area
		6d. Floor
		6e. Linen change
	7. Sweep and Mop	7a. Use of dust pan
		7b. Use of dry mop
		7c. Use of sponge mop
	8. Remove Garbage and Trash	
	III. Clothing Care 1. Laundry	1a. Determine clothes that need to be laundered i. according to fabric ii. sort before laundering (darks, lights, etc.)
		1b. Operate washer
		1c. Operate dryer
		1d. Hang clothes on a clothesline
		1e. Do laundry by hand
		1f. Fold dry laundry
		1g. Put away folded laundry
		1h. Identify articles in need of ironing
		1i. Identify articles in need of mending
		1j. Hang clothes on hanger
		1k. Read clothing labels for laundry instructions
		1l. Identify laundry products
		1m. Demonstrate an understanding of vocabulary (e.g., detergent, fabric softener, warm, cool)
	2. Clothing Awareness	2a. Hang clothes on a hook--right side up
		2b. Put things on a shelf in locker (e.g.,
		2c. Hang clothes on a hanger
		2d. Fold clothes (e.g., socks, towels, washcloths, undershirts, pants, etc.)
		2e. Recognize when a repair is needed

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	3. Clothing Repair	3a. Hand sew i. buttons ii. straight seams iii. hems
	IV. Meal Preparation	
	1. Demonstrate Cooking Readiness (e.g., securing apron, cleaning hands, tying back long hair)	
	2. Determine and Organize Necessary Utensils and Tools to Prepare Specific Foods	
	3. Use Manual Kitchen Tools (e.g., can openers, sharp knives, rubber spatulas, graters, cheese slicers, vegetable peeler, baster, etc.)	
	4. Identify and Use Electric Kitchen Tools and Appliances (e.g., electric knife, blender, mixer, frying pan, griddle, broiler ovens, coffee pot, crock pot, etc.)	
	5. Prepare Foods Using the Stove Top	5a. Boiling 5b. Frying 5c. Heating See "High School" for specifics of what foods could be prepared
	6. Prepare Foods Using the Oven (i.e., set temperature/put oven on/set timer)	
	7. Continue/Expand Measurement Skills	
	8. Follow Can/Box Written Directions	
	9. Follow Picture/Written Recipes	
	10. Clean-Up After Preparing Meal	
	11. Set Table	

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	12. Serve Food	12a. Use trivets and hot pads
		12b. Choose appropriate serving tools (e.g., bowls, spoons)
		12c. Determine appropriate portions
	13. Clean-Up	13a. Store leftovers
		13b. Continue wiping tables, counters, and stove tops
	14. Wash Dishes	14a. Refine manual skills
		14b. Scrape/wash pots, pans, and electrical appliances
		14c. Use dishwasher (load/unload)
		14d. Put dried dishes away
	15. Dispose of Garbage and Trash	
	16. Clean Sink	
	17. Acquire Functional Sight Vocabulary	17a. Stove/small appliances (e.g., bake, broil front, high (hi), low, medium, medium high (hi), rear, blend, mix, etc.)
		17b. Food containers (e.g., this side up, pull here, open here, directions, etc.)
		17c. Common recipe (e.g., stir, chop, dice, mix, etc.)
	18. Demonstrate Related Time-Telling Skills	18a. Read time on clock
		18b. Determine time interval
		18c. Set timer or time device on stove
	19. Demonstrate Eating Etiquette	

HIGH SCHOOL LEVEL
CURRICULAR OBJECTIVES

At the high school level, emphasis should be placed on the maintenance of previously learned skills with emphasis on independence, rate, and quality.

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic	I. Personal Health Care	
	1. Family Life	1a. Acquire strategies to deal with individual feelings 1b. Cope with environmental stimuli and peer pressure 1c. Continue to develop/demonstrate appropriate peer interactions
	2. Social Interactions	2a. Develop/demonstrate appropriate reactions to peer and adult pressure 2b. Learn about alternative life/family styles
	II. Housekeeping At the high school level, emphasis is placed upon performing periodic and daily cleaning routines and developing problem-solving and judgmental skills.	
	1. Perform Daily Tasks	1a. Straighten room 1b. Make bed 1c. Put clothes away 1d. Do dishes (see food preparation)
	2. Perform Periodic Tasks	2a. Develop a cleaning routine for bathroom, living room, kitchen, bedroom i. gather supplies ii. follow cleaning sequence iii. put away supplies 2b. Develop judgment skills to determine necessary maintenance i. replace light bulbs ii. set thermostat

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)		iii. open/close windows and drapes iv. lock/unlock door v. recognize need to replace supplies vi. take out garbage/replace bag
	III. Clothing Care Emphasis at this level is on integration, independence, and maintenance of skills in proper sequences.	
	1. Laundry	1a. Collect dirty clothes 1b. Sort by color, fabric types, clothing label instruction, etc. 1c. Wash clothes i. detergent--types/amount ii. load machine iii. machine use 1d. Dry clothes i. line dry ii. machine dry 1e. Fold/hang clothes 1f. Put away clothes
	2. Clothing Awareness	2a. Determine when to change and wash clothes 2b. Place clothes in appropriate storage areas 2c. Determine when to repair clothing
	3. Clothing Repair	3a. Sew on buttons 3b. Use sewing machine for simple stitch 3c. Hem clothing
	VI. Meal Preparation Activities at the high school level should refine those skills previously acquired with special emphasis placed upon preparing and planning a complete meal.	

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	1. Menu Planning	1a. Demonstrate awareness of nutritional needs i. review food groups and classification of foods ii. plan a well-balanced meal iii. demonstrate calorie awareness
		1b. Make grocery list based on menu and available supplies
		1c. Prepare combinations of the following: i. breakfast--eggs, pancakes, toaster items, cereals, juice ii. lunch--bag lunch, canned food items (vegetables, meat, fruit, meals), salad, sandwich, instant/packaged (snack-n-cake, mug-a-lunch, cold drinks) iii. dinner--frozen items (vegetables, TV dinner, pizza pies), box/packaged items (hamburger helper, macaroni and cheese), boiled foods (hot dogs, fresh/canned vegetables)
		1d. Use individualized recipes (written pictures, etc.)
	2. Preparation	2a. Prepare work area i. clean table/hands ii. select appropriate food supplies/utensils
		2b. Prepare food i. organize activities and responsibilities ii. follow pictorial/oral/written directions
	3. Set Table	
	4. Eat (demonstrating appropriate behavior)	4a. Etiquette
		4b. Condiment use
		4c. Requests and passing of food items
		4d. Food portions

Domain	Content Areas for IEP Development	Instructional Objectives
Domestic (continued)	5. Clean-Up	5a. Clean table 5b. Store food 5c. Do dishes 5d. Wash table/counters/appliances 5e. Sweep floor

NOTE: For additional curricular coordinations, consult the **Louisiana Separate Minimum Standards for Moderately Severely/Profoundly Handicapped Students.**

RECREATION/LEISURE DOMAIN

Components of a recreation/leisure curriculum should be a regular part of a student's weekly schedule. Parental involvement and home/school coordination is essential in determining, implementing, and evaluating the recreation/leisure curriculum for each student. Attempts should be made to extend the school recreation/leisure curriculum into the home by providing parents with current information, including recreation options which are available to the student during after school hours (e.g., school recreation programs, Advocacy Program, Youth Association for Retarded Citizens--YARC, Young Men's Christian Association--YMCA, etc.). Receiving information from the parents concerning recreation/leisure activities in which their child participates during off school hours is important to program success.

In selecting specific recreation/leisure activities for individual students, consideration should be given to the following:

1. Student interests (e.g., teach students to indicate choice, exhibit initiative)
2. Student strengths (e.g., cognitive, physical, emotional)
3. Parent/family interests and preferences
4. Age appropriateness
5. Ease of accessibility for student/family from home (e.g., is the facility or one like it within walking distance from student's home? On a bus line? Within reasonable driving distance for parents?)
6. Cost factors (e.g., materials, equipment, membership, transportation)
7. Level of independence the student may safely acquire (i.e., a student should be involved in activities in which he acquires only minimal independence as well as those activities in which he could achieve total independence)
8. Number of participants (e.g., students should be taught activities that they can participate in a) alone, b) with a small group of one to five people, and c) with a large group of more than five people)
9. Enhancement of physical fitness
10. Opportunities for interactions with nonhandicapped persons

Philosophy

Elementary School

At the primary, elementary, and intermediate school levels, it is important to develop the process of play which may be defined as 1) activity selection, 2) materials set up, 3) interaction, and 4) cleanup.

Play at the primary level is a means by which the student can learn to 1) explore his environment, 2) use objects functionally, and 3) appropriately interact with others. At this level, the student should have opportunities to be involved in solitary and group play activities. In solitary activities, the student should demonstrate selection, use, and care of toys. In a group play situation, emphasis should be placed on sharing, waiting, taking turns, following directions, and on winning and losing.

The intermediate program should provide a continuation of the primary program, emphasizing self-initiation, age-appropriate selection of activities, and the establishment of a repertoire of a minimum of five leisure activities that a student can perform independently.

The recreation/leisure curriculum at the elementary level should:

1. Provide for and encourage use of a wide variety of toys and games
2. Demonstrate and expand the number of ways to use toys and games
3. Increase quality of social interactions that revolve around activities
4. Increase the length of time students are involved with a single toy/game
5. Provide opportunities to play with nonhandicapped peers
6. Give students opportunities to indicate preference of toys/activities
7. Start to access community recreational facilities
8. Decrease dependence on adults while participating in activities
9. Be coordinated with the art, music, physical education, and IMC curriculum

Middle/High School

At the middle and high school levels, students should be taught the skills necessary to select, organize, initiate, participate, and complete selected recreation/leisure activities. As a student moves through middle and high school, he should continue to be exposed to new recreation/leisure experiences. At the same time, it is necessary to increase the student's repertoire of activities that he can perform independently across home, community, and vocational environments. It will be increasingly important to provide instruction and opportunities in nonschool environments (e.g., swimming at the YMCA as opposed to swimming at school).

The recreation/leisure curriculum at middle and high school should:

1. Increase quality and kind of social interactions, (e.g., behavior appropriate for dating versus group activities)
2. Increase the number of activities/environments students can use without direct supervision
3. Increase the length of time students remain involved in a single activity
4. Increase parental and student awareness of recreation/leisure options available during nonschool hours, (e.g., advocacy programs, school-community recreation programs)
5. Encourage social interactions with nonhandicapped peers
6. Coordinate with instruction in art, music, and physical education

ELEMENTARY LEVEL
CURRICULAR OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Recreation/ Leisure	1. Home/Indoors	1a. Playing games 1b. Act as a spectator 1c. Playing with toys 1d. Creating arts and crafts 1e. Caring for pets/plants 1f. Exercising 1g. Engaging in imaginative play 1h. Watching 1i. Listening 1j. Playing musical instruments 1k. Reading/looking 1l. Communication 1m. Attending/giving a party
	2. Home/Neighborhood/Outdoors	2a. Playing games 2b. Riding bikes 2c. Engaging in seasonal activities 2d. Playing with outdoor toys 2e. Using park-backyard equipment
	3. Community	3a. Using available community facilities 3b. Participating in community events that occur on a limited basis 3c. Participating in community events that offer specialized services

MIDDLE/HIGH SCHOOL LEVEL
CURRICULAR OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Recreation Leisure	1. Home/Indoors	1a. Playing games 1b. Act as a spectator 1c. Playing billiards 1d. Creating arts and crafts 1e. Caring for pets/plants 1f. Exercising 1g. Collecting hobbies 1h. Grooming 1i. Watching 1j. Listening 1k. Playing musical instruments 1l. Reading/looking 1m. Communicating 1n. Attending/giving parties
	2. Home/Neighborhood/Outdoors	2a. Play games 2b. Participate in dual or team sports 2c. Exercising 2d. Engaging in seasonal activities 2e. Going to neighborhood events 2f. Going for a walk
	3. School	3a. Participating in music class 3b. Participating in gym class 3c. Participating in art class 3d. Participating in school and class social events 3e. Using the IMC 3f. Using the school grounds (during recess, before school) 3g. Using auditorium/gymnasium 3h. Using commons/cafeteria 3i. Using halls 3j. Using school store 3k. Participating in school-related activities

omain	Content Areas for IEP Development	Instructional Objectives
ecreation/ eisure (continued)	4. Community	4a. Using generally available community facilities 4b. Participating in community events that occur on a limited basis
	5. Vocational	5a. Using break room 5b. Conversing appropriately 5c. Attending sporting events

VOCATIONAL DOMAIN

This vocational domain is designed to encourage good worker attitudes and behaviors. Work, pay, and productivity contribute to the student's self-esteem and regard by peers, family, and community members. The goal of this domain is to maximize the individual student's ability to reach independence and self-sufficiency. Vocationally related instruction should be initiated at the elementary level, expanded at the middle school level, and continue at the high school level with some type of vocational training and postsecondary placement options (e.g., competitive employment and/or supported work programs) compatible with the student's functioning level.

Increased time in vocational experiences should be planned as students progress through elementary, middle, and high school. At the elementary level, instruction on general work behaviors should be incorporated into all tasks of daily living. The student at the middle school level should be provided an increase in work experience activities, including work behaviors and career exploratory factors (i.e., demands of work, employer-employee relationships, etc.) At the high school level, more emphasis should be placed on the individual's needs in preparing for future employment regardless of the level of such employment. These needs can be addressed through:

1. Individual vocational evaluation
2. Work adjustment training
3. Work practice/job simulation
4. Vocational skills training
5. Task training
6. Vocational placements
7. Retraining in any of the six above areas which become identified as problem area
8. Maximizing the student's work potential (worker/job compatibility)

Elementary School

At this level, instruction should be primarily directed toward establishing students' appropriate work attitudes and behaviors. Specific vocational skills (e.g., sweeping, filing, cleaning a mirror) are not intended to be the primary emphasis. Students should be assigned weekly or monthly home/school jobs to be completed on a daily basis. Students should become increasingly independent in completing the task, in assuming responsibility for remembering to do the task, and for doing it efficiently and correctly. Assuming three to four years of primary-intermediate school, both the complexity and the amount of time spent in performing these vocationally related tasks should increase as the student progresses through the elementary level. By the time a student is in his last year at the elementary level, he should be able to participate in a 30-minute vocationally related routine.*

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*The term "routine" at the elementary level refers either to a single task requiring 30 minutes to complete or to a series of related tasks and/or activities that require a total time of 30 minutes. It does not refer to a specific class for vocational training.

Middle School

At this level, instruction should be primarily directed toward: 1) the continued development of appropriate work attitudes and behaviors, 2) career exploratory factors, and 3) the initial training of specific work skills, compatible with the individual's levels of functioning as they relate to work settings. Students should be involved in work experiences weekly (school or community) with specific emphasis being placed on work-related skills such as rate, quality, and endurance as they occur in vocational rather than academic tasks.

Assuming three to four years of middle-school-level experiences, the students should be exposed to and involved in a variety of tasks and sites. These may be work simulations in the home and/or school environments. As the students progress through the middle school level, the amount of time devoted to work experience should be gradually increased. During the first year of the middle school level, students should receive a minimum of one work experience/simulation each week. This experience/simulation should, among other concerns, address the issue of endurance, stamina, and tolerance. During the remaining years, vocational training should expand gradually until students are receiving work experience/simulation twice weekly, with at least one of these experiences being at a community work site. The student should have developed a level of endurance that allows him to perform in half-day work sessions* by the end of his middle-school-level experience.

Community vocational experiences should include mobility training (e.g., bus riding, pedestrian safety) whenever possible. Consideration should be given to using community work sites that involve either a reasonable walking distance or bus ride from school and/or students' homes. Nonambulatory students involved in community vocational training should use alternate forms of transportation that provide for as much independent functioning and planning as possible (bus, handicabs, etc.)

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*The term "work session" at the middle school level includes transportation time when students are working at community vocational sites. Consideration should be given to locating such sites in a manner that allows for mobility training as well as providing a minimum of two hours of actual "on the job" work time for the students. Again, the two-hour work time is to be compatible with the individual's level of functioning. Thus, the two-hour work time is a flexible suggested amount of time.

High School

At this level, students should be involved daily in vocational and vocationally related experiences. Within the first year of the high school level, training at community vocational sites should be a regular part of these experiences. Community work sites serve as training environments to develop and reinforce work skills, attitudes, and behaviors and provide evaluative information pertinent to future vocational planning. The school campus may provide an additional training environment that can be used to ensure vocational training and vocationally related training/evaluation on a daily basis.

Assuming four to five years of high-school-level experience, participation in vocational activities should increase with each year. The students should be trained in a variety of work and work sites during the first two to three years. During the remaining years, decisions should be made and emphasis placed on training for specific post-school vocational options. These decisions should be based upon teacher evaluations, past student performance, student interest, parental input, projected post-school living environments, and an inventory of jobs and job environments in the local community. The student should have developed a level of endurance that allows him to perform in four-hour work sessions* two to three days each week by the end of his high school experience.

Community vocational experiences should continue to include mobility training (pedestrian safety, bus riding) to and from school and/or the students' homes. Nonambulatory students should receive instruction in accessing and using specific alternate modes of transportation available to them in their community (e.g., bus, handicabs, taxi).

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*The term "work session" at the high school level is intended to mean actual work time, exclusive of time spent traveling to and from the job site.

ELEMENTARY LEVEL
CURRICULAR OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational	I. Specific Work Skills (this is not an exhaustive list, only examples of some possibilities)	
	1. Classroom	1a. During snack time i. pass out items ii. set table iii. clean up area iv. wash glasses/utensils
		1b. Arrange chairs
		1c. Feed pets
		1d. Water plants
		1e. Clean locker
		1f. Serve as messenger
		1g. Gather coats/bags
		1h. Erase board
		1i. Clean erasers
		1j. Clean up toy area/book shelves
		1k. Serve as classroom leader/helper/person in charge of outside toys, lights, doors, etc.
	2. School	2a. Assist school custodian
		2b. Wash cafeteria tables
		2c. Collate school newsletter
		2d. Sort mail
		2e. In the school library or instructional materials center: i. stamp ii. sort iii. stack books
	3. Home	3a. Rake leaves
		3b. Trim lawn
		3c. Perform simple housekeeping tasks (e.g., vacuuming, bedmaking, cleaning table of dirty dishes, sweeping, setting table, etc.)

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (continued)	4. Building Services	4a. Clean sinks
		4b. Wipe surfaces
		4c. Dust Surfaces
		4d. Wax Furniture
		4e. Sweep floors
		4f. Mop floors
		4g. Vacuum carpets
		4h. Rake carpets
		4i. Clean windows
		4j. Move, realign, and position furniture
		4k. Shake out rags
		4l. Empty ashtrays
		4m. Empty waste/garbage baskets, taking to garbage bin or storage area
		4n. Replace garbage bags
		4o. Pull weeds
		4p. Pick up litter
		4q. Locate, stock, maintain, and put away supplies/materials
	5. Domestic	5a. Housekeeping
		i. remove necessary materials
		ii. clean sink top/chrome
		iii. empty/wipe out waste basket
		iv. dust and polish
		v. adjust drapes
		vi. vacuum carpet
		vii. rake shag carpet
		viii. bedmaking
		5b. Laundry
		i. sort laundry
		ii. identify items that need mending
		iii. fold/store clothing
	6. Food Service	6a. Dishwashing
		i. scrape/rinse dishes
		ii. wash dishes
		iii. dry dishes
		iv. store dishes
		v. Operate industrial dish machine (including checking soap supply, temperature, etc.)
		vi. operate garbage disposal

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (continued)		6b. Food preparation
		i. wash/rinse/foods
		ii. use appropriate utensils for specific tasks (e.g., graters, knives, blenders, etc.)
		iii. follow simple recipe directions to prepare simple foods (including oral, pictorial, written)
		6c. General kitchen/restaurant clean-up
		i. sweep floors
		ii. vacuum
		iii. clean kitchen fixtures (including counters, appliances, sinks)
		iv. dust
		v. bus tables
	7. Office Skills	7a. Collate
		7b. Staple/unstaple
		7c. Fold
		7d. Stuff envelopes
		7e. Sort
		7f. Stamp
		7g. Box materials
		7h. Insert papers
		7i. Deliver office mail
		7j. Attach labels
	8. Industrial Skills	8a. Assemble
		8b. Package
		8c. Collate
		8d. Sort

MIDDLE/HIGH SCHOOL LEVEL
CURRICULUM OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational	I. Work Adjustment 1. Attitude toward work	1a. Sustain interest in work (ability to st on task) 1b. Desire to do work correctly 1c. Complete assigned tasks 1d. Demonstrate interest and willingness t learn new tasks 1e. Accept help from peers, co-workers, an supervisors 1f. Respond appropriately to criticism fro peers, co-workers, and/or supervisors 1h. Demonstrate willingness to do same job day after day/hour after hour
	2. Work habits/abilities	2a. Follow simple oral directions 2b. Follow simple pictorial directions 2c. Follow simple written directions 2d. Demonstrate ability to learn new tasks (e.g., amount of physical priming/modeling/verbal cueing necessa to acquire new skills) 2e. Use tools and materials as taught (including prosthetic devices/adaptati as needed) 2f. Modify tasks/task sequences/materials and equipment to meet individual needs 2g. Use storage areas appropriately 2h. Plan, organize work, and maintain efficient work area 2i. Ask questions or seek help when needed 2j. Work safely and carefully 2k. Cope with changes in: i. daily routine (e.g., elimination "break" to meet deadline) ii. task sequence iii. personnel iv. working conditions (e.g., differen room)

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (continued)		2l. Demonstrate initiative (e.g., requests more work, begins next task or task not necessarily defined, uses free time when task is completed, checks completed work, etc.)
		2m. Demonstrate ability to self-evaluate completed work
	3. Social adjustments	3a. Cooperate and get along with supervisor/teacher
		3b. Cooperate and get along with other student workers
		3c. Cooperate and get along with other workers at the site
		3d. Demonstrate willingness to help others
		3e. Demonstrate appropriate mature behavior at the work site and in transit
		3f. Demonstrate appropriate use of break/lunch time and materials
		3g. Demonstrate appropriate conversational skills with co-workers
	4. Endurance	4a. Maintain acceptable* level of performance for ____ (hrs./mins.)
		4b. Maintain acceptable level of performance under adverse environmental conditions (e.g., excessive noise, heat, pressure/criticism from supervisor)
		4c. Maintain acceptable level of performance while working in close proximity to others
		4d. Maintain acceptable level of performance while not working in close proximity to others
	5. Personal habits	5a. Dress appropriately for job site and working conditions
		5b. Display acceptable personal hygiene and grooming skills
		5c. Store and demonstrate responsibility toward personal belongings at work site

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*Includes rate and quality

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (continued)	6. Temporal skills	6a. Demonstrate responsibility toward date--knows what day(s) s/he works and is prepared to go to work on those days
		6b. Plan for personal needs related to work experiences (e.g., lunch ticket/money, bus ticket/money)
		6c. Demonstrate responsibility toward time (e.g., provides for enough time to leave classroom and get out to bus stop, takes break at correct time, plans bathroom breaks to coincide with scheduled work break, etc.)
		6d. Demonstrate appropriate use of time clock or other "sign-in" procedures
	7. Transportation	7a. Demonstrate pedestrian safety skills
		7b. Walk to and from job site from school following correct route
		7c. Walk to and from job site from home following correct route
		7d. Ride city bus to and from job site from school, transfer when necessary
		7e. Ride city bus to and from job site from home, transfer when necessary
		7f. Plan for means other than riding city bus or walks to get to and from job site (e.g., bus, taxi)
		7g. Ride school van/bus to work site
		7h. Ride to work site in private vehicle
	8. Payment systems	8a. Recognize payment system used in work setting (e.g., bonus points, paycheck)
		8b. Demonstrate understanding of how individual work performance affects payment schedule
		8c. Recognize that payments can be used to purchase goods or services
		8d. Demonstrate the ability to save for larger purchases
		8e. Demonstrate ability to "budget" money for a period of time

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (continued)	II. Specific Work Skills 1. Building services	1a. Fill paper towel and toilet paper dispensers 1b. Clean toilets 1c. Clean sinks 1d. Clean urinals 1e. Clean mirrors 1f. Wipe surfaces 1g. Wipe walls/tiles 1h. Dust surfaces 1i. Sweep floors 1j. Mop (dry and wet) floors 1k. Vacuum carpets 1l. Rake carpets 1m. Move, realign, and position furniture 1n. Polish metal or woodwork 1o. Shake out rags 1p. Empty ashtrays 1q. Empty waste/garbage baskets, taking to garbage bin or storage area 1r. Replace garbage bags 1s. Use ladder 1t. Clean windows 1u. mow lawn/trim grass 1v. Pull weeds 1w. Pick up litter 1x. Locate, stock, maintain, and put away supplies/materials
	2. Domestic	2a. Housekeeping i. remove necessary materials ii. put towels in rack iii. clean mirrors iv. clean sink top/chrome v. clean shower doors vi. clean shower fixtures vii. clean bathtub viii. clean toilet ix. replace materials (e.g., ashtray, soap, glasses, matches) x. replace tissue and toilet paper xi. empty/wipe out waste basket

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (continued)		xii. clean floors (mop/scrub) xiii. check/replace lightbulbs xiv. dust and polish xv. adjust drapes xvi. adjust heater setting xvii. vacuum carpet xviii. rake shag carpet xix. make bed xx. wash windows xxi. sweep (includes use of push and regular brooms)
		2b. Laundry i. sort laundry ii. operate washing machine (includes balancing items around wringer, measuring detergent) iii. operate dryer (includes appropriate quantity of clothes in dryer, setting, temperature) iv. identify items that need mending v. fold/store clothing
	3. Food Service	3a. Dishwashing i. operate garbage disposal ii. scrape/rinse dishes iii. wash dishes iv. dry dishes v. store dishes vi. operate industrial dish machine (including checking soap supply, temperature, etc.)
		3b. Food preparation i. wash/rinse foods ii. use appropriate utensils for specific task (e.g., graters, knives, blenders, etc.) iii. use utensils safely iv. follow simple recipe directions to prepare simple foods (including oral, pictorial, written)
		3c. Acting as cashier i. count money combinations ii. identify menu items

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (continued)		iii. operate standard cash register
		iv. total bill
		v. make correct change
		vi. punch lunch tickets
		3d. Serves food
		i. use appropriate utensils
		ii. portion out food items
		iii. follow food requests per customer
		iv. replenish food supply when necessary
		3e. General kitchen preparatory
		i. Secure any necessary utensils (including dishes, serving utensils, etc.)
		ii. replenish any necessary materials (e.g., silverware, napkins, etc.)
		iii. prepare necessary condiments for customer use
		3f. General kitchen/restaurant clean-up
		i. sweep floors
		ii. mop floors
		iii. vacuum
		iv. clean kitchen fixtures (including counters, appliances, sinks)
		v. empties garbage
		vi. store leftover food items
		vii. dust
		viii. wash windows
		ix. bus tables
	4. Office Skills	4a. Run office machines (copier, ditto machine, typewriter)
		4b. File
		4c. Collate
		4d. Staple/unstaple
		3e. Fold
		3f. Stuff envelopes
		4g. Label
		4h. Sort
		4i. Stamp
		4j. Box materials
		4k. Shelve materials
		4l. Stock materials

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational		4m. Insert papers
		4n. Deliver office mail
		4o. Attach labels
		4p. Inventory
		4q. Use a hole punch
		4r. Use telephone
	5. Industrial Skills	5a. Assemble
		5b. Disassemble
		5c. Package
		5d. Collate
		5e. Sort
	6. Functional Reading	6a. Attend to a task
		6b. Identify own printed name
		6c. Identify and use signs on restrooms (e.g., boys/men, girls/women)
		6d. Identify words representing the name of familiar and frequented public place (e.g., McDonald's, A & P, Skate World, etc.)
		6e. Identify word representing work activity on duty chart
		6f. Identify printed name of own residence
		6g. Identify words matched with rebus symbols representing names of familiar objects
		6h. Identify words representing names of rebus symbols representing names of familiar actions
		6i. Identify words representing familiar actions
		6j. Identify and use traffic signs, "walk" and "don't walk" or "wait"
		6k. Identify and use "exit" and "entrance" signs
		6l. Identify and use signs/labels for "danger" "poison," "keep out"
		6m. Identify and use signs in public building, "push," "pull," "in," and "out"
		6n. Identify and press/turn appropriate lever, switch, or knob to operate electrical appliances/machinery

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational		6o. Identify and follow accordingly, "on," "over," "next to," and "under"
		6p. Read and follow direction of a five-word note written with rebus symbols paired with words
		6q. Identify and use signs for business hours, e.g., "open," "closed," "come in," etc.
		6r. Identify and use labeled levers, switches, or knobs
		6s. Identify and use correct coins required for vending machines
		6t. Read and select store or shop by generic name, "grocery," "clothing," "shoe," "drug," etc.
		6u. Identify and use directional signs, "this way," "wrong way," "one way," etc.
		6v. Read and follow direction of a note written with rebus symbols paired with words in combination with previously learned words
		6w. Identify parents/care giver's printed name(s)
		6x. Identify printed names of peers
		6y. Identify word representing the day of the week
		6z. Identify word representing the month of the year
		6aa. Identify word representing major holidays
		6bb. Identify and use signs for admission to public places, e.g., "admission free," "pay here," "cashier," "tickets," etc.
		6cc. Identify and use public transportation signs, "bus stop," "taxi," "elevator," "escalator," etc.
		6dd. Follow map to find areas of school building
		6ee. Follow a simple hand-drawn map to locate areas of the community
		6ff. Use a diagram to assemble a simple project

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational (Continued)	7. Functional Math	(TIME) 7a. Indicate whether it is day or night upon request 7b. Indicate morning or afternooon upon request 7c. Look at clock or watch when the time is asked 7d. Identify lunch time with a clock or watch 7e. Identify the end of the school/work day with a clock or watch 7f. Match activities with hour indicated on a clock or watch 7g. Identify numerals one through five (this applies to all subsections) 7h. Identify numerals one through 10 (this applies to all subsections) 7i. Match weekdays with school/work 7j. Match weekends with "no school/work" and leisure time activites 7k. Identify days of week on a calendar 7l. Identify months of year on a calendar. 7m. Identify numerals one through 12 (this applies to all subsections) 7n. Tell time according to the hour 7o. Tell time according to the half hour 7p. Tell time according to 15 minute intervals 7q. Match activities according to scheduled time (e.g., school/work, other environments) (MONEY) 7r. Identify a one dollar bill 7s. Select price tags less than one dollar 7t. Use one dollar bill to purchase items priced one dollar or less 7u. Count up to five objects (this applies to all subsections) 7v. Select price tags less than five dollars 7w. Use up to five one dollar bills to purchase item priced up to five dollars or less 7x. Identify a quarter 7y. Count up to 10 objects (this applies to all subsections) 7z. Select price tags less than 10 dollars

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational		7aa. Use up to 10 one dollar bills to purchase item priced up to 10 dollars or less
		7bb. Identify dime
		7cc. Identify nickel
		7dd. Identify penny
		7ee. Identify a five dollar bill
		7ff. Identify a ten dollar bill
		7gg. Count up to 12 objects (this applies to all subsections)
		7hh. Operate calculator to compute simple arithmetic functions (e.g., purchasing groceries, clothing, etc.)
		(MEASUREMENT)
		7ii. Match up to five objects one-to-one (e.g., use of jig)
		7jj. Select long/short upon request
		7kk. Select big/little upon request
		7ll. Select full/empty upon request
		7mm. Measure one cup dry substance
		7nn. Differentiate sets of more or less
		7oo. Match up to 10 objects one-to-one (this applies to all subsections)
		7pp. Identify yard stick
		7qq. Measure one cup of liquid
		7rr. Identify 12-inch ruler
		7ss. Measure one-half cup of dry substance
		7tt. Use a jig to measure needed length (e.g., string, fabric, paper)
		7uu. Measure one-half cup of liquid substance
		7vv. Identify gallon container of liquid (e.g., milk, juice, cooking oil)
		7ww. Identify one-half gallon container of liquid
		7xx. Identify one quart of liquid
		7zz. Measure one-third cup of dry substance
		7a1. Measure one-third cup of liquid substance
		7a2. Measure three-fourths cup of dry substance

Domain	Content Areas for IEP Development	Instructional Objectives
Vocational		7a3. Measure three-fourths cup of liquid substance 7a4. Measure one-fourth cup of dry substance 7a5. Measure one-fourth cup of liquid substance 7a6. Measure two-thirds cup of dry substance 7a7. Measure two-thirds cup of liquid substance 7a8. Measure one tablespoon 7a9. Measure one teaspoon 7b1. Match up to 12 objects one-to-one (this applies to all subsections) 7b2. Count 12 items to make a dozen 7b3. Identify a one-pound package 7b4. Measure items to one pound (e.g., tomatoes, apples, etc.) 7b5. Identify five-pound package/bag 7b6. Identify 10-pound package/bag

NOTE: For additional curriculum coordinations, consult the **Louisiana Separate Minimum Standards for Moderately, Severely/Profoundly Handicapped Students.**

BUS STOP

COMMUNITY DOMAIN

Students should be exposed at an early age to the wide array of community facilities and services available to them and their families. Students also need to learn how to access these community environments and to determine which facility will provide them with the goods or services they need. As students progress from elementary to middle and to high school, they need to learn those specific skills that allow them to participate as independently as possible in the variety of activities involved in these community environments. As in each of the other domains, parental input is a very critical component in initial planning and subsequent implementation and evaluation of a student's community program. While early instruction in community functioning can effectively take place in the classroom through simulation and role playing, older students should be provided with frequent opportunities to experience these same activities in actual community environments.

Philosophy

Elementary School

At this level, a student should be exposed to a variety of community environments, the purposes for using them, appropriate behaviors unique to each setting, and the vocabulary necessary to participate in the various activities within each environment. Instruction should occur at this level in classroom settings (e.g., role playing) as well as in actual community environments (e.g., restaurants, grocery stores, department stores). As in each of the other domains, the basic reading, money, math, time telling, and problem-solving skills taught in the classroom should be functionally applied to the community settings in which they most naturally occur. Students should also be exposed to the variety of transportation systems available to them (e.g., street crossing, school buses, city buses).

Parent input should be a major component of this curriculum to assure that instruction focuses on environments and activities used most frequently by the student and his family and to facilitate carry-over during nonschool hours by family members.

Middle School

At this level, instruction should be directed primarily toward: 1) accessing community facilities using public transportation whenever possible, 2) demonstrating pedestrian safety skills, 3) ongoing development of behaviors appropriate to the various community settings, and 4) training in specific skills as they relate to community facilities.

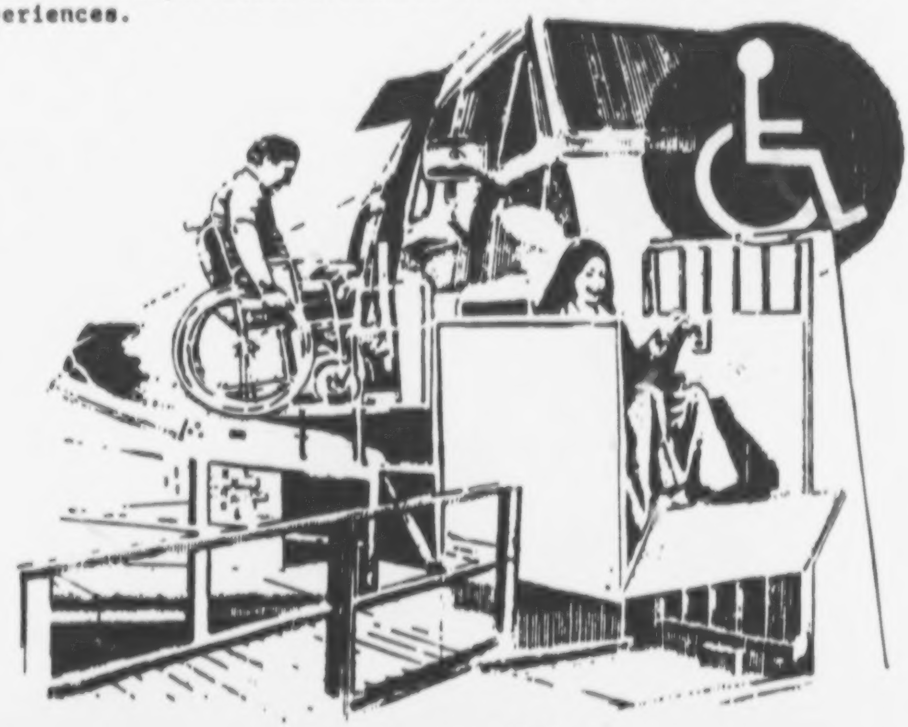
Special emphasis and consideration should be given to using community facilities that would most likely be used by the student and his family (e.g., grocery stores, restaurants, department stores). Students should receive instruction at a community site at least once a week. It is imperative that in-class preparation, simulation, and follow-up activities supplement these weekly community training experiences.

Middle school nonambulatory students need to begin to determine what other resources are available to them to access these same community facilities. These students should become involved in the planning and securing of these alternative forms of transportation whenever possible.

High School

At the high school level, students should be involved in community training experiences on a weekly basis. These experiences should be supplemented with related classroom instruction to develop and reinforce the skills necessary for community involvement. Based upon a student's level of functioning and the amount of time remaining in high school, priorities should be identified as to the student's community needs. When necessary, adaptations in sequences, methods and materials/equipment should be developed to enhance optimal independence and effective use of community facilities.

At this time it is important to inventory each student's current and post-school home environments to identify the skills needed in the specific community facilities that are or will be used by the student. Mobility training and pedestrian safety skills should be emphasized and expanded throughout all community experiences. Mobility training should include instruction in planning for and securing alternative means of transportation available to the student for community experiences.



ELEMENTARY LEVEL
CURRICULUM OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Community	I. Stores 1. General shopping skills	1a. Receive exposure to a variety of realistic shopping experiences
		1b. Receive exposure to a variety of stores
		1c. Acquire shopping vocabulary (e.g., in, out, entrance, exit, aisle, cart, clerk, cash register, counter, rack, escalator, elevator, push, pull, cashier, checkout, money, change, pay, etc.) as determined through ecological inventories
		1d. Demonstrate appropriate store behavior
		1e. Select the type of store needed for particular purchases
	2. Grocery stores	2a. Distinguish food stores from other stores i. label common food stores ii. recall names of food stores without pictures
		2b. Receive exposure to store orientations i. discriminate in/out, push/pull, entrance/exit ii. receive exposure to shopping routine a) remove or loosen outer clothing (coats, hats, scarves, etc.) b) use cart appropriately c) locate food (using tracking and scanning skills) d) walk up and down aisles (consistently starting at one end) e) begin to use shopping list (words and pictures) f) take items off shelves carefully g) read prices on items and on the shelves h) find checkout counter i) help put items on counter j) give cashier money/receive change

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		2c. Classify foods i. discriminate food/nonfood ii. label foods iii. classify foods a) basic food groups--meat, fruit vegetables, dairy, grains and cereal b) types of storage--frozen, fresh, canned, boxed, jars, bags, etc. iv. match food/containers a) match food to containers b) match pictures to containers c) tell what is inside d) begin to read labels e) make gross discrimination of containers size (small, medium, large, etc.)
	3. Department stores/single item stores/malls	3a. Match/discriminate label items found in stores 3b. Classify items, for example: i. toys ii. clothes a) men b) women c) boys d) girls e) infants iii. footwear 3c. Discriminate kinds of stores (e.g., drug stores, shoe stores, etc.) 3d. Discriminate department heading (e.g., men's wear, hardware, shoes, etc.) 3e. Receive exposure to store orientation skills i. discriminate clerks from shoppers ii. receive exposure to use of shopping lists (pictorial and/or written) iii. locate specific items iv. locate and read prices of specific items v. locate checkout counter vi. receive exposure to money exchange

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued	II. Restaurants 1. General restaurant skills	1a. Receive exposure to the variety of foods available 1b. Discriminate/label common foods 1c. Receive exposure to picture/sight-word vocabulary 1d. Demonstrate appropriate table manners 1e. Demonstrate careful/responsible handling/carrying of money
	2. Fast food restaurants	2a. Locate menu/counter 2b. Wait for turn to order 2c. Receive training in ordering and money exchange i. verbal ii. nonverbal (e.g., picture books, prepared menus, etc.) 2d. Locate supplies (napkins, straws, etc.) 2e. Locate empty seat
	3. Sit-down restaurants	3a. Waits appropriately to be seated 3b. Receive training in menu reading and ordering 3c. Receive training in paying the bill 3d. Receive training in procedure for using salad bar
	4. Cafeteria--School	4a. Demonstrate appropriate behavior while standing in line and waiting 4b. Perform cafeteria routine i. pick up utensils and food ii. locate vacant table iii. dispose of tray and garbage
	III. Transportation 1. Mobility	1a. Ask questions when needed 1b. Follow written survival words or symbols (e.g., men, women, walk, don't walk, exit, in, out, elevator, cashier, etc.) 1c. Demonstrate building orientation i. locate classroom ii. locate bathroom iii. locate special rooms (e.g., art, music, gym, etc.) iv. locate office

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		v. locate nurse's room vi. locate cafeteria 1d. Demonstrate neighborhood orientation i. aid parents in increasing their child's mobility in their neighborhood ii. receive exposure to familiar places in the neighborhood (e.g., store, park, school, home) iii. acquire route to get from one destination to another
	2. Pedestrian safety	2a. Look both ways before crossing street 2b. Walk on sidewalks versus grass/yards 2c. Walk over barriers (e.g., snow, puddles, curbs, etc.) 2d. Maneuver wheelchair safely 2e. Receive exposure to procedure for crossing streets, driveways, parking lots 2f. Exposure to information/procedures for safety signs (e.g., walk/don't walk, etc.) 2g. Exposure to supervised/unsupervised crosswalks
	3. Vehicles	3a. Discriminate/label vehicles 3b. Receive exposure to bus riding i. discriminate city bus versus school bus ii. locate bus stop iii. receive exposure to paying fare/presenting bus ticket on bus iv. locate/select a seat on the bus v. demonstrate appropriate behavior on bus and other vehicles (e.g., hands inside, talking softly, etc.) vi. demonstrate appropriate departure procedure (get off bus, move away from bus, etc.)
	IV. Coin-operated Machines	1. Receive exposure to pay telephone (i.e., touch-tone and dial types of phones)

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		2. Receive exposure to vending machines 3. Receive exposure to amusement machines (e.g., pinball, foosball, etc.)
	V. Other Community Facilities 1. Health care facilities	1a. Discriminate occupations and job duties 1b. Receive exposure to information regarding hospitals, clinics, nurse's office, etc.
	2. Banks	2a. Receive exposure to school banks i. earning money ii. saving money iii. buying something with money that ha been earned/saved
	3. Post office	3a. Acquire general vocabulary (e.g., mailbox, letters, stamp, mail person, mail truck, etc.) 3b. Locate neighborhood/school mailbox and deposit letter
	4. Barber shops/beauty parlors	4a. Discriminate what a barber/beautician does 4b. Acquire general vocabulary (e.g., cut, scissors, hair, etc.) 4c. Determine the need for a haircut when appropriate
	VI. Public Bathrooms	1. Indicate need to use restroom 2. Locate restroom area by observing signs or requesting directions from an appropriate person 3. Discriminate men/women bathroom 4. Wait in line appropriately

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		5. Close stall door 6. Use bathroom fixtures (toilet, urinal, skin, paper towel machine, blow dryer, soap dispensers, etc.) 7. Check appearance using mirror, if available, before leaving restroom
	VII. General Problem-Solving Strategies 1. Identify procedures to follow when lost	1a. Recognize when lost 1b. Stay in present location and wait for adult to return 1c. Ask for help i. give name, address, phone number, or ii. show card with information
	2. Identify and report hazardous situations	2a. Fire or injury 2b. Potential hazards in school building (e.g., water on floor, etc.) 2c. Approach by a stranger

MIDDLE SCHOOL LEVEL
CURRICULUM OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Community	I. Stores	
	1. General shopping skills	1a. Select the type of store needed for purchases
		1b. Determine enough or not enough money to pay for purchases
		i. single item--round up to next whole dollar/ten
		ii. calculator
		iii. money cards
		iv. tax table
		v. predetermine enough before leaving classroom
		1c. Demonstrate checkout procedure
		1d. Demonstrate appropriate store behavior
	2. Grocery stores	2a. Continue to refine/extend classification skills
		i. classify according to types of containers and food storage (e.g., frozen, fresh, boxed, etc.)
		ii. classify according to section (e.g., frozen, snacks, produce, etc.)
		2b. Continue to extend label reading
		2c. Continue to extend size recognition
		2d. Use shopping lists (1-10 items)
		i. written
		ii. pictorial
		2e. Select one to ten items from list
		2f. Making shopping lists
		i. dictated (e.g., writing/selecting pictures/circling, etc.)
		ii. independent (e.g., writing/selecting pictures/circling, etc.)
		2g. Locate and select shopping cart
		2h. Appropriately manipulate outer clothing
		2i. Maneuver shopping cart through aisles of store
		2j. Scan aisles for specific items systematically

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		2k. Carefully manipulate items from shelves and displays.
		2l. Place items appropriately in cart (e.g., bread on top, cans on bottom, etc.)
	3. Department stores/single item stores/malls	3a. Expand classification skills
		3b. Locate and read price tags on items
		3c. Use shopping lists (1-5 items)
		i. written
		ii. pictorial
		3d. Make shopping lists
		3e. Locate specific department in store by scanning arrays
		3f. Locate one to five items from list
		3g. Use shopping cart for more than one item
		3h. Look at/scan a number of items to locate a specific item (e.g., records, clothing, etc.)
		3i. Recognize correct size for purchase (e.g., shoe size, blouse size, etc.)
		3j. Demonstrate appropriate procedures for trying on clothes
		3k. Demonstrate browsing skills
	II. Restaurants	
	1. General restaurant skills	1a. Select a balanced meal: main food, beverage, side order, dessert
		i. develop sight work vocabulary for readers
		ii. select pictures for nonreaders
		1b. Order food
		i. verbal
		ii. nonverbal
		1c. Pay bill
		i. round up to next whole dollar/ten
		ii. determine enough/not enough to pay for food purchase
		a) calculator
		b) money cards
		c) predetermine enough before leaving classroom or home

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		1d. Demonstrate awareness of tipping and "rule of thumb" amounts
		1e. Appropriately interact with others
		1f. Handle/carry money responsibly
	2. Fast food restaurants (McDonald's, Burger King, Wendy's, etc.)	2a. Locate table and assemble materials (e.g., calculator, picture book, money, etc.)
		2b. Locate and read menu or get pictures ready to present to cashier
		2c. Select meal
		2d. Locate line, stand, move with line
		2e. Respond to cashier's cue and order food items
		2f. Obtain necessary condiments and other items
		2g. Move to side and wait for food items
		2h. Pay for food and wait for change
		2i. Move out of way and put change away
		2j. Relocate table
		2k. Open food and eat appropriately
		2l. Dispose of garbage
	3. Sit-down restaurants	3a. Locate table and assemble materials (e.g., calculator, picture book money, etc.)
		3b. Locate and read menu or get pictures ready to present to cashier
		3c. Select meal
		3d. Respond to waitperson's cue and order food items
		3e. Wait appropriately for food items
		3f. Determine total cost of food items
		3g. Demonstrate payment procedures
	4. Cafeteria	4a. Go through a line with adult supervision and select items desired
		4b. Acquire more specific cafeteria-related skills at a vocational site as the need arises
	5. Receive exposure to snack counter purchases (e.g., popcorn, hot dog, pretzels, etc.)	

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)	6. Receive exposure to vending machine meal selection	
	III. Transportation 1. Walking	1a. Street crossing--expand skills of judgment and safety i. use walk/don't walk signs ii. experience double lanes/boulevards/median strips/busy intersections iii. experience walking through parking lots iv. refine traffic judgmental skills (e.g., how far does a car have to be before it's safe to cross, etc.) v. experience crossing driveways vi. initiate street-crossing safety 1b. Walk over/around barriers (e.g., snow, puddles, curbs, etc.) 1c. Walk to establish endurance 1d. Increase rate of walking 1e. Walk with someone (e.g., friend, teacher) 1f. Walk specific routes regularly (e.g., vocational site, to shopping center, etc.) 1g. Walk facing traffic when sidewalks not available
	2. Bus riding	2a. Assume responsibility for having money/bus ticket before leaving home/school/work, etc. 2b. Locate a bus stop 2c. Board and deboard bus with supervision 2d. Use bus ticket/money/transfers 2e. Locate a seat on the bus 2f. Remain quietly seated while vehicle is in motion 2g. Recognize stop and pull ball/touch bar at correct time 2h. Demonstrate departure skills 2i. Learn specific routes (e.g., to vocational site, recreation facility, etc.)

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)	IV. Coin-operated Machines	
	1. Use pay telephone	1a. Determine under what conditions/in what situations does need exist to use a pay phone
		1b. Locate pay telephones in different environments
		1c. Use a pay telephone to seek assistance i. determine person to call ii. determine information to give
	2. Use vending machines	
	3. Use amusement machines	
	4. Use laundry machines	
	V. Other Community Facilities	
	1. Health care facilities	1a. Use services provided by school nurse independently
		1b. Use health care facilities as the need arises
	2. Banks	2a. Use checks as a medium of exchange
		2b. Participate in a simulated banking system in school/classroom/vocational setting
	3. Post office	3a. Write letters
		3b. Address envelopes
		3c. Use postage stamps (e.g., placement of stamp on envelope, determination of need for stamp, etc.)
	4. Barber shop/beauty shops	4a. Determine need for barber shop as individual needs arise
		4b. Determine need for beauty shop as individual needs arise
	VI. Public Facilities	
		1. Locate bathroom facilities by observing signs or requesting directions from an appropriate person

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		2. Discriminate men's/women's bathroom (expanding site vocabulary to include variations)
		3. Wait in line appropriately
		4. Close stall door
		5. Use bathroom fixtures (e.g., toilet, urinal, sink, etc.)
		6. Use sanitary item dispensers
		7. Dispose of sanitary items appropriately
		8. Check appearance (e.g., hair combed, fly zipped, shirt tucked in, etc.) before leaving restroom
	VII. General Problem-Solving Strategies	
	1. Stores/services problem solving strategies	1a. Identify strategies for finding items/facilities/information i. look for similar item ii. look for sign in close proximity that provides information iii. discriminate customer service counter to ask for help/directions
		1b. Identify strategies to follow when lost i. recognize when lost ii. students use specific strategies upon discovering they are lost a) don't leave store/area unless directed to do so by teacher/adult b) find clerk/cashier and indicate need for assistance c) show card with personal identification
	2. Transportation problem-solving strategies	2a. Student recognizes when lost
		2b. Identify strategies to perform when unable to locate bus stop
		2c. Identify strategies to perform when student misses bus stop

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		i. if stop is "long gone," tell driver and ask for directions/assistance or ii. if stop has just passed, immediately pull/touch buzzer/bell 2d. Identify strategies if bus is not on scheduled time i. return to original location (e.g., school/home), and inform appropriate person or ii. wait for next bus 2e. Identify strategies if student boards wrong bus i. wait for next bus or ii. attempt to seek help from nearby store/gas station/restaurant 2g. Use back-up communication system (e.g., card containing pertinent information that student carries)*
	3. General communication strategies	3a. Recognize when he is not being understood 3b. Repeat request/answer 3c. Use nonverbal strategies i. gesture ii. pictures iii. writing request down iv. seeking help from peer or familiar adult v. seeking help/assistance from nonfamiliar adult 3d. Identify strategies of what to do when approached by stranger

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* Parents should know and agree with the kind of back-up system their child is being taught to use. It is also helpful to provide strategies/information regarding what they can do if their child is lost, late, etc. (e.g., telephone number for city bus dispatcher).

HIGH SCHOOL LEVEL
CURRICULAR OBJECTIVES

Domain	Content Areas for IEP Development	Instructional Objectives
Community	I. Stores 1. General Shopping skills	1a. Select the kind of store needed for purchases
		1b. Determine if enough or not enough money to pay for purchases
		i. single item--round up to next whole dollar/ten
		ii. calculator
		iii. money cards
		iv. tax table
		v. predetermining before leaving classroom/home
		1c. Purchase wide variety of food
		1d. Demonstrate appropriate store behavior
	2. Grocery stores	2a. Receive training in a variety of grocery stores including fast food stores (e.g., Stop-N-Go, etc.)
		2b. Increase number of items to be purchased
		2c. Purchase wide variety of food
		2d. Increase rate of performance
		2e. Use functional shopping list (secure information regarding size and generic name for items used at student's home)
		2f. Generalize shopping skills to home environment
		2g. Expand number of strategies student has for following a route through the store and locating specific items
	3. Department stores/single item stores/discount stores/malls	3a. Receive exposure to a variety of department stores/single item stores/discount stores/malls
		3b. Locate different kinds of checkout counters in different stores
		3c. Purchase items based upon individual or class needs
		3d. Refine browsing skills

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)		3e. Use personal cards for sizes (e.g., shoes, underclothing, waist, length of pants, etc.)
		3f. Increase rate of locating different departments and items within store
		3g. Locate price/size on item price tag
		3h. Receive exposure to interest area stores (e.g., record shop, books, etc.)
	II. Restaurants	
	1. General restaurant skills	1a. Order choices of food (e.g., potatoes, salad dressings, flavors, beverages, entrees, etc.)
		1b. Continue to develop an understanding of a balanced meal: main food, beverage, side dish, dessert
		1c. Continue to develop a sight word vocabulary and/or picture selection for nonreaders
		1d. Pay the bill i. round to next whole dollar/ten ii. determine enough/not enough to pay for food purchase a) calculator b) money card c) counting out exact amount d) predetermining enough before leaving classroom or home
		1e. Demonstrate the appropriate procedure for tipping
		1f. Refine social interaction skills
	2. Fast food restaurants (McDonald's, Burger King, Wendy's, etc.)	2a. Locate table and assemble materials (e.g., calculator, picture book, money, etc.)
		2b. Locate and read menu or get pictures ready to present to cashier
		2c. Select meal
		2d. Locate line, stand, move with line
		2e. Respond to cashier's cue and order food items
		2f. Obtain necessary condiments and other items (e.g., straw, napkin, etc.)

omain	Content Areas for IEP Development	Instructional Objectives
ommunity continued)		2g. Move to side and wait for food items
		2h. Pay for food and wait for change
		2i. Move out of way and put change away
		2j. Relocate table
		2k. Open food and eat appropriately
		2l. Dispose of garbage
	3. Sit-down restaurants	3a. Locate table and assemble materials (e.g., calculator, picture book money, etc.)
		3b. Locate and read menu or get pictures ready to present to cashier
		3c. Select meal
		3d. Respond to waitperson's cue and order food items
		3e. Wait appropriately for food items
		3f. Determine total cost of food items
		3g. Demonstrate payment procedures
	4. Cafeteria	4a. Continue to receive exposure
		4b. Demonstrate skills needed in the cafeterias accessible to an individual student (e.g., in vocational and shopping environments, etc.)
	5. Snack counter	5a. Select one item
		5b. Get money out
		5c. Locate vendor at counter
		5d. Respond to vendor's cue and order food item
		5e. Locate napkin, straw, etc.
		5f. Pay for food item
		5g. Step to side
		5h. Put wallet in pocket/purse
		5i. Decide appropriate eating area (sitting or standing)
		5j. Deposit garbage
	6. Vending machine	6a. Purchase snack
		6b. Purchase meal

Domain	Content Areas for IEP Development	Instructional Objectives
Community	III. Transportation	
	1. General	1a. Increase independence
		1b. Increase mobility in various terrains and under various weather conditions
		1c. Develop time sense (e.g., when to leave classroom/home to catch bus)
		1d. Expand judgment skills
		1e. Increase rate of walking
	2. Bus riding	2a. Use public transportation or more frequent basis
		2b. Use variety of locations/routes
		2c. Develop communication and back-up systems to use in case students get lo
	3. Other public transportation	3a. Use taxi services, when appropriate
		3b. Use Elderly and Handicapped buses, when appropriate
		3c. Use Handicabs
	IV. Coin-operated Machines	1a. Use pay telephone
		1b. Determine under when conditions/in what situations need exists for use of a pay phone
		1c. Locate pay telephones in different environments
		1d. Use a pay telephone to seek assistance i. determine person to call ii. determine information to give
		1e. Use vending machines
		1f. Use amusement machines
		1g. Use laundry machines

Domain	Content Areas for IEP Development	Instructional Objectives
Community (continued)	V. Other Community Facilities 1. Determine purpose for/use of community facilities	1a. Health care facilities 1b. Banks 1c. Post offices 1d. Barber shop/beauty shops
	2. Independently use community facilities	
	VI. Public Facilities	1a. Locate bathroom facilities in variety of buildings 1b. Discriminate men's/women's bathroom (continue expansion of vocabulary) 1c. Continue to demonstrate appropriate bathroom behaviors 1d. Continue appropriate hygiene/self-care behaviors (e.g., combing hair, wearing appropriate clothing, etc.)
	VII. General Problem-Solving Strategies	1a. Demonstrate appropriate behavior 1b. Increase involvement/independence 1c. Demonstrate procedures for requesting help 1d. Demonstrate appropriate ways of reacting to frustration and unexpected situations 1e. Demonstrate effective and efficient communication skills 1f. Increase independent mobility skills 1g. Demonstrate responsibility for careful handling of wallet/purse, identification cards, necessary prosthetic devices, outer clothing, etc. 1h. Demonstrate appropriate waiting skills (in line to order food, waiting for bus, etc.) 1i. Use back-up communication system 1j. Use telephone

NOTE: For additional curricular coordinations, consult the **Louisiana Separate Minimum Standards for Moderately, Severely/Profoundly Handicapped Students.**

Longitudinal Vocational Training

School programs serving severely/profoundly handicapped youth should begin early during school services to target the least restrictive employment alternative for each individual. Table 1 shows a continuum of employment alternatives from least to most restrictive. The most efficient way to train severely handicapped youth to function in community employment environments is to develop community and school-based activities for the primary and intermediate school years (ages 6 through 15) which enhance community integration and in the secondary school years (ages 16 through 22), to arrange for vocational training to take place in the community in the natural settings. The following section is a step-by-step guide for how to develop and implement a meaningful vocational training program for youth with severe handicaps. As there is no prepackaged curriculum available for establishing such a training program in a given community, a process will be described, rather than a product offered. The process will include:

1. How to conduct initial student assessments for the purpose of student/job matching procedures

2. How to conduct a community analysis for the purpose of job market screening and job analysis

3. How to develop in-school activities to reflect community analysis information and plan for future integration into the job market

4. How to arrange for community-based vocational training experience

5. How to implement an outcome-oriented transitional planning and job placement procedure

(Pietruski, Everson, Goodwyn, and Wehman, 1985).

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Table 1

CONTINUUM OF EMPLOYMENT OPTIONS
FOR INDIVIDUALS WITH SEVERE DISABILITIES

LEAST RESTRICTIVE

Competitive Employment

Competitive Employment with Support

Sheltered Enclave/Mobile Work Crew

Small Subcontract Shops (STP's)

Sheltered Workshops

Work Activity Centers

MOST RESTRICTIVE

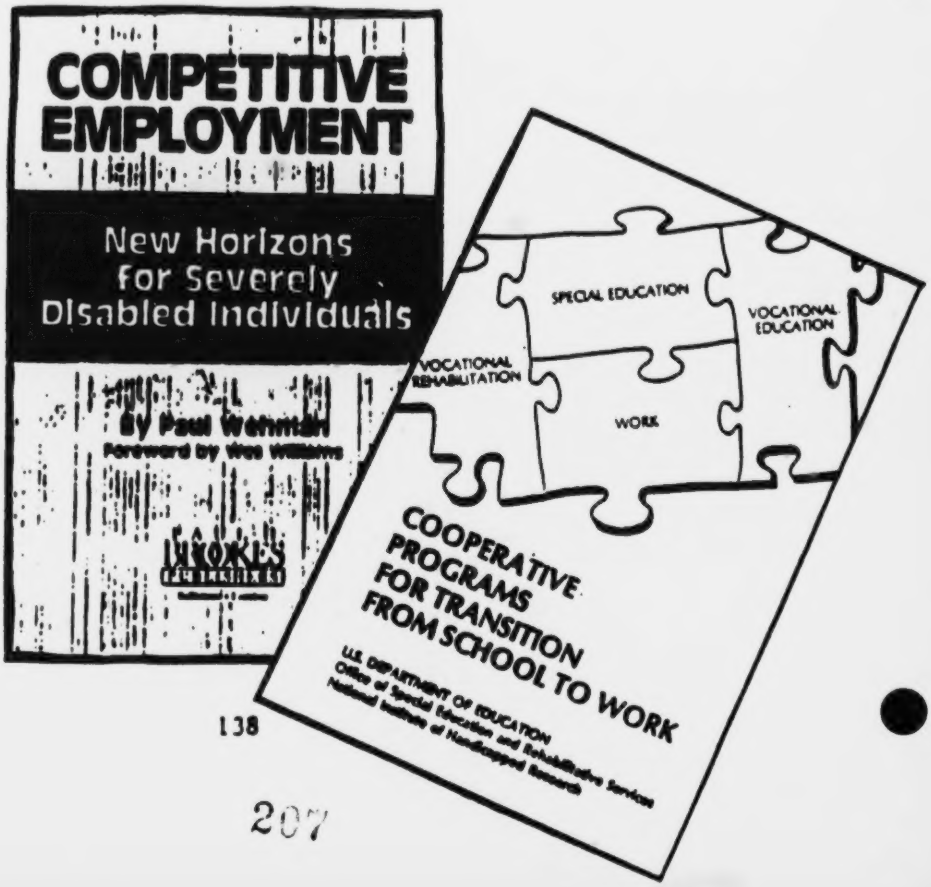

COMPETITIVE EMPLOYMENT
New Horizons for Severely Disabled Individuals
By Paul Wehman
Foreword by Wes Williams
BROOKES PUBLISHERS
SPECIAL EDUCATION
VOCATIONAL EDUCATION
VOCATIONAL REHABILITATION
WORK
COOPERATIVE PROGRAMS FOR TRANSITION FROM SCHOOL TO WORK
U.S. DEPARTMENT OF EDUCATION
Office of Special Education and Rehabilitative Services
National Institute of Handicapped Research

Table 2

	Benchwork	Mobile Crew	Enclave	Distributed Work
Available Support	-individual training on contract tasks -individual training on community integration near workplace -continuous specialized supervision & behavior management intervention -continuous presence of more than one skilled supervisor	-individual training on service tasks -individual training on integration activities -continuous presence of one supervisor for 5 workers	-individual training on production tasks -individual training on nonwork behaviors in the job setting -continuous presence of one supervisor for 6-8 workers with model workers as a backup resource	-individual training on job tasks (1-4 mos) -individual training on nonwork behaviors and integration activities around the workplace -after training, intermittent daily supervision/support of up to [illegible] hour a day
Characteristics of Workers in Demonstration Sites	-severe and profound mental retardation -intermittent toileting problems -requires supervision in dressing -lack of verbal skills -occasional psychotic episodes -excessive self-stimulation behaviors -intermittent agression behaviors -self-injurious behaviors	-severe and moderate mental retardation -blindness -mostly independent in self-care skills -intermittent agression toward others	-severe and moderate mental retardation -lack of expressive language -talks to self -intermittent self-stimulation behaviors	-severe and moderate mental retardation -mostly independent in self-care skills -lack of expressive language skills -history or approaching strangers -history of verbal abuse of others when corrected -history or eating excessive amounts of food -limited writing, reading, number skills

Mank, D.M. & Rhodes, L. (1985) Four supported employment alternatives. In W. Kiernan and Stark (Eds.). Pathways to employment for developmentally disabled adults. Baltimore, MD: Paul H. Brookes.

Although most vocational training is planned for the secondary school years, there are many activities that can be incorporated to facilitate employment opportunities in the early years of school. The following lists represent activities suggested for school programming at the primary, intermediate, and secondary levels.

Primary Level*

1. Clean up after lunch, and breakfast if served, wiping tables, emptying trays, carrying dishes and trays to dishwashing area.

2. Clean small areas in classroom on a daily basis (e.g., sinks, desks, blackboards, work tables).

3. Pick up work materials after work or recreation activities (e.g., toys, papers, books) and return them to the appropriate storage places.

4. Sort laundry by color (e.g., given a basket of two different colored towels, students sort the towels into two separate piles).

5. Complete mailing tasks for local nonprofit organizations (e.g., collating materials to be mailed and stuffing envelopes).

6. Participate in assembly-line activities with two to three other students (e.g., one student loads jig with 12 drill bits, another student unloads drill bits into packages, and third student seals the drill bit package). Look to the local community for similar packaging jobs or purchase materials for training.

7. Complete a three- to six-step vocational routine (e.g., clean trays from table after lunch, remove salt and pepper shakers from table, wipe shakers clean, carry lunch trays to dishwashing area, wipe table, wipe chair seats).

8. Work on vocational tasks to decrease prompting, increase work rate and duration.

9. Work on community mobility training.

Intermediate Level*

1. Set tables for lunch (e.g., napkins, spoons, forks, glasses, salt, pepper).

2. Wash lunch dishes in school cafeteria kitchen.

3. Replace clean dishes in designated storage areas in school cafeteria.

4. Assist with washing, drying, and folding of towels and clothes in the school laundry.

5. Fold letters, stuff and seal envelopes for mailing for volunteer nonprofit organizations.

6. Package drill bits.

7. Work in an assembly-line operation to assemble five-piece hospital kits.

8. Complete five- to ten-step vocational routines (e.g., wipe desk tops, clean classroom sinks, reshelve books, sweep around desks, empty trash, load paper towel dispensers, and adjust window blinds).

9. Work on vocational tasks to decrease prompting and increase production rate and accuracy.

10. Work on community mobility training.

Secondary Level*

Arrange for community-based training activities in jobs in the community as soon as possible for all students aged 16 to 21 years. Do not wait for severely handicapped youth to meet "readiness" standards as indicated on vocational assessment inventories. Students should be given on-site experience whenever possible, as early as possible, and with time allowed for intensive training in identified job skills.

Community-based training is strongly recommended for all students aged 16 and over. A vocational training should accompany the student to the job site, provide systematic and behavioral training techniques, and ensure that the job is done to the employer's specifications. This may require, during the early stages of a community training experience, that the trainer complete parts of the job himself until the student is able to perform all parts of the job satisfactorily.

Adapted from Bates, P. & Pancsofar, E. (1981) "Longitudinal Vocational Training for Severely Handicapped Students in the Public Schools." In R. York, W. K. Schofield, D. J. Donder, & D. L. Ryndak (Eds.). Organizing and implementing services for students with severe and multiple handicaps.

SECTION IIC

INSTRUCTIONAL TECHNIQUES AND STRATEGIES

SECTION IIC

Instructional Techniques and Strategies

When implementing new programs or facilitating the learning of a handicapped student in existing programs, it is important to consider both the learner's characteristics and learning style in an effort to maximize the student's learning. Pupil Appraisal Handbook: Bulletin 1508, revised 1983 provides the reader with the special education definition of each handicap; the following provides techniques and strategies to assist specific students enrolled in vocational training programs in school or through cooperative placement within business and industry.

LEARNING STYLES

Good classroom management provides an atmosphere for the educational growth of students. This climate of learning is at an optimum when students are taught the way they learn best. The learning styles of students and the teaching styles of teachers need to be in agreement most of the time for a maximum shift in attitudes, gains in knowledge, and improvement in skills to take place.

The teacher should address the way the student learns, allowing sufficient time for the student to realize success from his efforts. The attitudes each has toward the learning process may alter both the teaching efforts and the learning rate.

Attitudes about learning may be positive or negative and expressed overtly or covertly. One's attitudes are often expressed physically, such as reaching out or pulling away, frowning or smiling. The following behaviors demonstrated by the teacher could contribute to the development of a positive environment to enable handicapped students to learn more readily.

1. Accept humanistic principle (e.g, dignity of man, worth of individual, value of creativity).
2. Maintain positive attitude toward nonachieving and nonadapting persons while they change.
3. Identify the major socio-cultural factors that impede learning and subsequent school success.
4. Refrain from diminishing students in your discussion with others. Focus on the learners' strengths and instructional needs instead.
5. Develop warm interpersonal relationships.
6. Demonstrate openness to experience.

7. Solve problems by creatively considering alternative courses of action.

8. Prepare members of a class to accept handicapped students.

9. Prepare members of a class to accept handicapped students in regular classroom settings.

10. Encourage students to understand and accept the feelings and beliefs of others.

11. Develop a trusting relationship with students through fairness, consistency, and openness.

12. Conduct activities which encourage an acceptance of individual differences.

13. Assist mainstreamed persons to overcome feelings of inadequacy, fear of failure, frustration, and hostility.

14. Encourage social interaction and development among all students.

15. Respond appropriately to feelings, moods, and achievements of persons with different abilities and backgrounds.

16. Devise activities to build students' self-esteem.

17. Demonstrate evidence of fairness, tact, compassion, and good judgment in teaching mainstreamed handicapped persons.

18. Demonstrate an awareness that social and personal development are as important as academic achievement to the handicapped.

19. Be knowledgeable of existing attitudes on the part of parents, teachers, counselors, administrators, regular students, and the special students.

20. Identify the needs of unique learners.

Already available to the teachers are the informal and formal means of collecting information. Once individual needs are known, the grouping of common needs will allow the teacher to concentrate on the major areas as instruction is planned. There is often room for some change in the instructional process used daily. A status assessment of the system of instruction may be essential. Often, there is no need for totally new content and presentation; the teacher simply starts where he is; seldom does that mean "ground zero."

Exercises for determining learning styles of individuals are available from the literature and from commercial sources. The analysis of learning styles is a strategy to identify how individuals learn most easily and most efficiently. Different individuals have different ways of learning. Some persons learn better by listening, some by role playing, some by printed words, and others by visualization. By knowing how students learn best, the teacher should be better able to provide the kind of help the individuals need most by establishing a profile for each student in the class.

In the cycle of learning, the teacher moves from a more active role to that of less active. The teaching strategy will vary according to the degree of activeness of the teacher and the student. Concrete experiences provide more opportunities for creative teaching. The abstraction and conceptualization of experience allows for the intellectual and organizational part of teaching.

The most favorable conditions for learning need to be established. Knowing the predominant learning style and the materials to which the student responds most favorably and with the most success will allow teachers a better choice of instructional methods to most appropriately meet the educational needs of handicapped students. One of the first decisions in the process is determining whether to use structured or unstructured instruction. The difference is that the teacher chooses what the student will study in the very structured classroom and the students choose their own learning materials in the unstructured setting. Most handicapped students, as other students, must have both structure and freedom.

Another consideration is the commitment of self to change. Many people perceive themselves as being flexible and willing to change until change directly affects them. The same holds true when instruction of handicapped students is considered. Without genuine commitment to these students and their program, any change is likely to fail, or at best, succeed only in a haphazard manner.

Planning by teachers provides the needed structure and the needed freedom for handicapped students. Individualized planning accounts for the students' desires and abilities. Communication is using all senses, not just the traditional auditory channel (lecture) so often employed. This variation is essential for many handicapped students because some may have learning disabilities that require alternative modes of presentation. For example, deaf people need visual instruction. For handicapped students, teaching to an appropriate learning style is a necessity, not just a preference.

The preferred learning styles of students or conditions of the handicap cannot be allowed to dominate other considerations. Demands of life will require students to receive information in several modes; students should exit with competencies for survival in all areas in which information was presented. Developing and implementing an instructional system most appropriate for each student involves time and hard work. Implementation of such a system supports the goal of education to shift attitudes, increase knowledge, and improve skills. Each person is unique and should have his educational needs met accordingly. The teacher must first address self, then others, in determining the teaching/learning styles. Once this is completed, classroom management to incorporate all the individual differences will be simplified. The teacher must display positive attitudes, impart knowledge in the most appropriate way for students to learn, and then allow opportunities for students to improve skills at home and in the marketplace.

Learning Style Characteristics

VISUAL LEARNERS	AUDIO LEARNERS	KINESTHETIC LEARNERS	INDIVIDUAL LEARNERS	GROUP LEADERS
1. Will usually think while looking into space to recall a usual picture.	1. Will move their lips or whisper as they try to memorize.	1. Work best at own pace.	1. Work best at own pace.	1. Accomplish more when working in groups.
2. Learn quickly but may have a tendency to forget.	2. Sound out their words to read.	2. May be observed writing in space.	2. Care for their own opinions.	2. Need opportunities to practice socialization.
3. Often have problems with abstract thinking especially in mathematics. Seeing the picture in association with the abstraction often assists this student.	3. Memorize easily.	3. Enjoy doing hand tasks.	3. Are usually quiet and not talkative.	3. Can share responsibilities with others.
4. Learn better from the written word, picture, abstracts, graphs, etc.	4. Learn better from spoken words.	4. Like to feel.	4. May be shy.	4. Cooperatively follow instructions to group leader.
5. Remember and use information better if it is written.	5. Study better in quiet settings.	5. Enjoy role playing, simulated and manipulative activities.	5. May enjoy independent study assignments.	5. Enjoy social interaction.
	6. Usually have good recall of extensive information.			

Learning Style Strategies

VISUAL LEARNERS	AUDIO LEARNERS	KINESTHETIC LEARNERS	INDIVIDUAL LEARNERS	GROUP LEADERS
1. Should use note-taking or an outlining of the subject for recall.	1. Will benefit from the use of taped lessons.	1. Must write to recall material learned.	1. Seat at individual learning stations.	1. Assign to group activities.
2. Use supplementary pictures and diagrams whenever possible.	2. Learn best when a subject is repeated quite often.	2. Find that outlining material is an effective method of strengthening recall.	2. Assign individual work assignments, projects.	2. Involve the student in small group learning activities.
3. Write assignment on the chalkboard.	3. Benefit from directions and explanations given orally several times.	3. Learn better by doing.	3. Reduce environmental stimuli.	3. Use group role playing activities.
4. Use written study questions or worksheets.	4. Need to maintain a quiet organized listening environment.	4. Orally rehearsing what is to be learned.	4. Use classroom learning center, have students relate to experiences each individually.	4. Assign group leader responsibilities and relate their responsibilities to individual students.
5. Use films, filmstrips, and videotaped reinforcements.	5. Often find verbalization of concepts helpful.	5. Use role playing and other opportunities for the student to manipulate related materials, equipment, supplies.	5. Use independent study activities of interest to the student.	5. Establish classroom committees to research and report on assigned topics, etc.

ACQUISITION AND PRODUCTION TRAINING TECHNIQUES

After determining the content for vocational training through community analysis, instructional strategies need to be determined. When working with students with severe disabilities, intellectual, sensory, motor, or a combination thereof, it is recommended that systematic instructional procedures, combined with careful use of behavioral modification techniques, be used. These techniques should apply regardless of the skill/behavior and regardless of the training environment.

Acquisition and Production Training

There are two phases of vocational training: the acquisition phase and the production phase (See Table 3).

Table 1

Two Major Phases of Vocational Training

Acquisition Phase	Production Phase
Acquisition is the learning phase of a specific skill or behavior. Acquisition should be defined in behavioral terms including observable conditions and criteria that must be met. (e.g., Given the three types of laundry detergent, the student will put the appropriate amounts in the detergent cubicles of the washing machine as described in the task analysis for three consecutive days during probes.)	Production is the proficiency phase of specific skill or behavior. Production should be defined in speed, quality, and endurance. (e.g., Given a basket of clean dinner napkins, the student will fold 50 napkins in 5 minutes or less with 100% accuracy for three consecutive days.)

From Pietruski, Everson, Goodwyn, & Wehman, (1985).

Acquisition is the learning phase of training. During the acquisition phase, the trainer uses task analytic assessment and systematic prompting to teach the student a specific skill. Once the student has mastered a skill, as defined by a predetermined behavioral objective, the student is ready to move into the production phase of training.

Production is the proficiency phase of training. The emphasis should now be on speed, quality, and endurance. During the production phase, the trainer's role becomes more of a work site supervisor than that of a traditional classroom teacher. By this time, the use of teaching prompts and cues should have been faded to ensure dependence on more naturally occurring prompts and cues (e.g., prompts of co-workers taking breaks, clocks to monitor time). The trainer should serve as a role model for appropriate work-related behaviors. Interaction between the trainer and student should foster an independent, responsible relationship based on employee/supervisor interactions observed in work sites.

Develop Task Analyses

Once skills have been selected, based on the community analysis, the next step is to write and field test the task analyses. Begin by observing the worker perform the task(s) on the job. Write down step-by-step the process the worker follows from the beginning to the end of each task. It is helpful to write each step as an oral prompt beginning with a verb. For example, "Pick up the dish rack," or "Fold the napkin." This allows the trainer to use the steps of the task analysis as oral prompts in a consistent manner during training.

Once the task analysis is written, field test it on another trainer or staff person and revise it as needed before beginning to teach the skill(s) to students.

Identify Vocational Objective

Once a task analysis has been written, the next step is to write a vocational objective. Once written, a good vocational objective may be used as an IEP objective. A vocational objective should include two components: 1) the criteria for mastery, and 2) the conditions under which mastery must be met. Criteria must be defined in measurable terms, for example, percentage of steps in a task analysis or frequency or rate of behavior over a specified period. The conditions under which mastery must be met should be defined, such as materials, setting, or time. An example of a vocational objective is: Given a planetary camera and a stack of documents to be filmed, the student will film 10 documents with 100% accuracy, according to the task analysis, for three consecutive days during periodic probes.

Provide Vocational Instruction

Systematic and behavioral training procedures, including a commitment to data collection, are necessary to evaluate and document student progress. Not only is objective data useful for the teacher's decision making, but it also strengthens the accountability process. Baseline data, collected for several days prior to providing instructional training, will give the trainer data on how much of the skill the student can perform independently before formal instruction. Probe, or test data, should be taken daily or weekly according to a predetermined schedule. A probe should be given after approximately every third training session. The remainder of this section will present a step-by-step process describing the use of systematic and behavioral training procedures in a vocational classroom. (Pietruski, Everson, Goodwyn, & Wehman, 1985).

ACQUISITION GUIDELINES

Baseline/Probes are procedures used to determine to what extent a student is able to perform a task before any training takes place. It is important to withhold all prompting and reinforcement specific to the task during these procedures in order to obtain an accurate picture of what the person is able to do independently before training begins. Training procedures follow the baseline phase and are preceded by a daily or weekly probe. During training, prompting and reinforcement are given on a predetermined schedule.

1. Have student sit/stand facing materials. In some instances it may be desirable to briefly explain the baseline procedures. If so, the trainer should explain that he will be asking the student to perform, without help, some skills which the student may not be familiar with.

2. Trainer may or may not silently demonstrate the entire task during baseline. (This is based on trainer preference, complexity of skill, and learning rate of students, but should be consistent across students and trainers.)

3. Trainer should orally request that the student perform the skill. He should give no oral, gestural, model, or physical prompting or reinforcement specific to the skill. Trainer may, however, orally reinforce working hard and/or paying attention.

4. Score task analysis data sheet with a plus (+) for each correct step. Score a minus (-) for each incorrect response or if the student makes no response within a given period. There are two methods of gathering baseline data: 1) discontinue baseline at the first error or when the student makes no response within the allotted time. In this method, record all correct steps as plus (+) and all subsequent steps as minus (-), or 2) allow the student a set amount of time (e.g., 3 minutes) to complete the task and record all correct steps as plus (+) and incorrect steps as minus (-) regardless of sequence of steps or length of time spent on one step. (Either method may be used based on trainer preference, but should be consistent across students and trainers.)

5. To determine the percentage of steps performed correctly, divide the total number of correct responses by the total number of steps in the task analysis, then multiply by 100.

$$\frac{\text{total \# of +'s}}{\text{total number of steps}} \times 100 = \text{\% of task performed correctly}$$

6. Graph the results.

7. Repeat baseline procedures for at least three days or until a stable baseline is obtained.

8. After a stable baseline is obtained, begin training using systematic predetermined prompting procedures in a least to most intrusive hierarchy. Allow the student a given latency to perform each step independently. Latency is a predetermined and consistent period between levels of prompts which allows the student to complete the step. A good rule of thumb for latency is 3 seconds although 5-7 seconds may be more appropriate for physically handicapped students. (Intervene with the least intrusive prompt if the student makes an error or is unable to complete the step completely, intervene with the next intrusive prompt.) If necessary include a physical prompt as the most intrusive prompt to ensure successful completion of the step. An example of a least to most intrusive prompt hierarchy would be:

gestural → verbal → verbal + model → verbal + physical

9. Prior to the daily instructional period (or once a week), collect a nonprompted, nonreinforced probe. Use the same guidelines as during baseline, and collect and graph data. (This allows the trainer to see what the student can do independently from what has been taught and not as a result of trainer prompts.)

10. Continue daily training of the student until he has shown true acquisition of the skill by meeting the predetermined behavioral objective. (e.g., Give a vacuum cleaner in an office setting, the student will vacuum the carpet in the prescribed pattern as described in the task analysis with 90% accuracy for three consecutive days during probe.) Pietruski, Everson, Goodwyn, & Wehman (1985).

PRODUCTION GUIDELINES

Students should demonstrate mastery of a skill during the acquisition phase before progressing to the production phase. Mastery is achieved by the student meeting the behavioral objective(s) by performing the skill(s) of a predetermined criterion for a given period under given conditions. (e.g., Given a planetary camera and a stack of documents, the student will film documents with 90% accuracy according to the task analysis for three consecutive days during periodic probes.)

During the production phase, the emphasis is on increasing the amount of work the student completes in a given period. Systematic reinforcement of increased production rates should be emphasized.

Procedure

1. The trainer should set a baseline for student's production rate prior to intervention and set the timer for a designated interval. Keep the timer out of the worker's sight while taking baseline data.

2. Say to worker, "Start working" and set time simultaneously. GIVE NO PROMPTS--NO REINFORCEMENT-NO CORRECTION!! Avoid any interaction with the student.

3. When the timer signals the end of the period, instruct the student to stop working.

4. Count the number of units completed correctly during the period.

5. Graph the data by computing the worker's rate of production as follows:

$$\text{Rate per minute} = \frac{\#\text{ of units}}{\#\text{ of minutes}}$$

6. Continue gathering baseline data for three days or until stable baseline is achieved.

7. Set a specific short-term criterion the worker must reach in order to earn reinforcement (e.g., Work for 20 minutes and film 50 documents in order to earn 5 minutes break time). Set a long-term behavioral goal based on regular workers' production rates.

8. Choose reinforcers that are age-appropriate and job specific as well as reinforcing to the individual worker. (e.g., Establish a payroll system in which the student receives paychecks which can

be used to purchase primary reinforcers such as snacks or make-up, with receipt of pay based on achievement of a predetermined production rate; break time; music or magazines during break periods; employee of the month certificates.)

9. *Gradually* increase the criteria required to earn reinforcement. Progress should be continual, but gradual.

10. Use oral prompting and/or other procedures (as needed) to increase the student's production rate. Always move from *less intrusive* to *more intrusive* procedures to increase production rates.

11. If the above procedures have not increased the worker's production rate, re-evaluate the skill. Look for equipment and/or skill *adaptations* that may increase the student's production. Involve occupational and physical therapists, as well as rehabilitation engineers, as possible problem solvers.

12. When the student has reached his long-term goal, *maintain* the skill by ensuring that the student has the opportunity to use the skill frequently. Measure production rates weekly or bi-monthly to ensure that the rate does not drop.

13. *Generalize* the skill to *all* relevant environments. The students must be able to perform the skill to meet criterion in the *natural job setting* working under the same conditions as those of co-workers (Pietruski, Everson, Goodwyn, & Wheman, 1985).

General Instructional Goals and Strategies

Instructional strategies, as well as materials, supplies, and equipment, should be carefully selected, focusing on age-appropriate activities. The strategies listed represent only a few of those from which a teacher may choose, keeping in mind the importance of innovativeness in meeting individual student needs.

General Instructional Goals

I. Pre-employment Preparation

   A. Master job acquisition skills

   B. Skill task analysis

   C. Job analysis

   D. Work adjustment

   E. Modeling

   F. Self-perception rating scales

   G. Work ethics scales

   H. Simulation

   I. Attitudinal measures

II. Employment Survival Skills

   A. Compliance with safety standards

   B. Proper dress

   C. Adjustment to co-workers

   D. Adjustment to supervisor

   E. Compliance with company rules

   F. Efficient use of time

   G. Development of socially acceptable personal characteristics

   H. Mobility/accessibility

   I. Transportation

J. Work-related benefits

  1. Paycheck
  2. Vacations
  3. Insurance
  4. Overtime
  5. Deductions
  6. Retirement

General Instructional Strategies

I. Delivery Techniques

  A. Lecture
  B. Class interaction
  C. Demonstration
  D. Role playing
  E. Team teaching
  F. Flip charts
  G. Printed material
  H. Illustrations
  I. Panel discussions
  J. Resource persons
  K. Learning games
  L. Project construction
  M. Peer tutoring
  N. Ability and/or technical clustering

II. Behavior Management

  A. Modeling
  B. Over correction

C. Position practice

D. Planned ignoring

E. Systematic reinforcement

F. Appropriate teacher expectancies

G. Active listening

H. Data collection

I. Sociogram

J. Cueing

K. Successive approximation

L. Systematically designed decision-making procedures

M. Inductive/deductive reasoning activities

N. Timeout procedures

   1. Removal of student from classroom for a short while.

   2. Removal of student from the activity by requiring him to remain in the classroom to observe others performing the activity.

O. Token economic systems

P. Chaining techniques

   1. Forward chaining

   2. Backward chaining

Q. Contracting

MATERIALS AND EQUIPMENT FOR SPECIAL NEEDS

The following chart suggest materials and/or equipment recommended as appropriate to use in meeting the needs of students with various exceptionalities/handicaps.

	Physically Handicapped	Hearing Impaired	Visually Impaired	Mentally Handicapped	Behavioral Disordered	Learning Disabled
Large Print Materials			X			
Braille Materials			X			
Cassette Tape Recorder	X	X	X	X	X	X
Sighted Readers			X	X		X
Talking Books			X	X		X
Raised Letters			X			X
Typewriters (Electric)	X				X	X
Abacuses Designed for Blind		X	X	X		
Raised Clock (Watch)			X			
Talking Calculators			X			X
Magnifiers			X			
Templates (writing aids)	X		X			X
Sign Language		X		X		
Supplementary Pictures and Diagrams	X	X	X	X	X	X
Mobility Aids	X		X			
Adjustable Chairs	X					
Central Extenders	X					
Lapboards	X					
Pointing/Typing Sticks	X					
Communications Boards	X	X		X		

MATERIALS AND EQUIPMENT FOR SPECIAL NEEDS

	Physically Handicapped	Hearing Impaired	Visually Impaired	Mentally Handicapped	Behavioral Disordered	Learning Disabled
High Interest/ Simplified Vocabulary		X		X	X	X
Classroom/Building Accessibility	X		X			
Reading Machines		X		X	X	X
Peer Guides or Tutors		X	X	X		X
Picture Texts		X		X		X
Easy Grasp Pencils, Pens, etc.	X					
Special Holders	X					
Adjustable Tables	X					
Adjustable Chairs	X					
Time Out Areas				X	X	X
Adjustable Listening Aids		X	X			X

HINTS, STRATEGIES, AND TECHNIQUES FOR SPECIFIC DISABILITIES

A. Behavior Disordered/Autistic

1. Reduce environmental stimuli.

2. Present the student with an alternative method of coping or ways of reacting in any given situation.

3. Use any of the behavioral modification techniques.

4. Ignore the student's negative behavior unless it becomes disruptive or potentially dangerous to others.

5. Remove the student from the environment for a designated length of time when behavior becomes too aggressive. The time limit should be set beforehand, and the student should be made aware that removal from the classroom will be the consequence of this type of behavior.

6. Encourage these students to participate with other class members during class. The image of behaviorally disordered students can be enhanced with their classmates if they are allowed to perform prestigious tasks (passing out papers, giving rewards, etc.)

7. Establish a minimal level of neatness for all work handed in.

8. Give assignments in small steps so the student can concentrate on one task at a time.

9. Give assignments you know these students can master. This will improve their self-image and perhaps encourage them to attempt more difficult tasks.

In conclusion, it is important for instructors to remember that some or all of these emotional characteristics may be displayed by students in any of the above categories, and that behaviors may be short- or long-term. If teachers observe marked or sudden changes in appearance, academic abilities, or willingness to interact with other students, it would be wise to get a second opinion from a specialist. A behavioral consultant should observe the class and offer suggestions, as instructors' relationships with particular students may interfere with the objective diagnosis of problem situations.

B. Visually Impaired

1. Be alert to the behavioral signs and physical symptoms of visual difficulties in all persons. Be sure that proper referrals have been made and that everything possible has been done to help correct the problems.

2. Provide presentations which appear to and use other senses as well as vision.

3. Arrange preferential seating for visually limited persons, especially in their range of vision and need for differential lighting.

4. Provide a visual environment conducive to comfortable eye work conditions for all students. (A good visual environment is characterized in part by 50 foot candles of light on work surfaces, minimized glare, reduction in work, as well as background contrast and provision of controlled lighting for different work and eye conditions).

5. Obtain assistance in the form of constructive consultation and specialized materials and equipment from those who assume special responsibilities for visually limited students.

6. Help individuals to develop concepts meaningful to them and in line with their own reality. Avoid using artificial concepts which cannot be understood because of visual limitations.

7. Develop a respect for the student's learning aids (large type, audio and tactile aids, and other specialized tools for learning).

8. Remember that the visually limited student, perhaps only somewhat more than all students, needs first-hand experiences.

9. Stand or sit in positions which direct students' vision away from the windows. The eyes of the visually impaired are often sensitive to light.

10. Glare can be reduced by blinds, shades, pastel-colored paints, portable bulletin boards, and other classroom furniture.

11. Hand magnifiers may be necessary to enlarge print.

12. Use black and white for duplicating materials rather than blue or green. Black felt tipped pens provide good contrast.

13. Time is an important variable. It may take visually impaired persons longer to complete work, and their ultimate reading speed is much slower.

14. Provide eye rest breaks on particularly long assignments involving extended periods of reading.

15. The visually impaired often lack the concrete experiences necessary for obtaining concepts from reading materials. The teacher may need to bring objects to the classroom or take the student to the objects.

16. Tactile stimulation is very important as a readiness skill. The teacher needs to encourage and teach use of tactile skills.

17. Listening skills must be cultivated and continually improved.

18. Maintain a quiet, organized listening environment for the student.

19. Try to maintain a stable environment through which the student can move without danger of bumping into objects or tripping. Help the student become oriented to the classroom.

20. Do not take visually impaired persons by the arm or propel them by the elbow. Let them take your arm and walk slightly behind you. In guiding visually impaired persons to a chair, lead them to a point at which they can touch it and know the direction it faces.

21. A mechanical Braille writer or slate and stylus can be used to mark such items in the department as equipment, drawers, cabinets, and food items. "Dymotape" may also be used.

22. Walkways should be kept clean.

23. Take these individuals on orientation walks to help them establish reference points in the room and to help them recognize traffic patterns.

24. A sighted volunteer in the class might read printed material to the visually impaired student.

C. Hearing Impaired

1. For better understanding, both the teacher and other students should be in close proximity to the hearing impaired student.

2. The hearing impaired student should be placed so that there is face-to-face visibility of the teacher's speech movements.

3. Natural, unexaggerated gestures should be used to supplement oral presentations. Any item in the room being referred to should be identified by pointing to it, nodding toward it, glancing toward it, or actually touching it. If possible, synchronize gestures with what is being said.

4. Supplementary pictures and diagrams should be used whenever possible. Captioned films are preferred.

5. Key words, expressions, phrases, as well as assignments, should be written on the chalk board, shown on an overhead projector, or given in a handout.

6. Care should be taken to look at the student when speaking. The mouth should never be hidden by hands, books, or notes.

7. Students should be reminded to keep the general noise level down.

8. Hearing impaired students should be addressed in complete sentences. It is easier to grasp content or meaning in context.

9. The teacher should use a natural, normal teaching voice. The hearing aid does make sound louder, but not necessarily clearer.

10. Hearing pupils should be reminded to speak in complete sentences, enunciate clearly, and face the direction of the hearing impaired student. If the hearing impaired student is having difficulty hearing what is being said, it should be summarized or repeated for the student.

11. Ask the student related questions occasionally to make sure he is following and understands the discussion.

D. Learning Disabled

1. The problem-solving approach is helpful for diagnosing this student's difficulties and involves:

    a. setting specific objectives

    b. collecting the rate or duration of the occurrence of the student's behavior

    c. planning and implementing a teaching or change strategy

    d. evaluating the success of the intervention

2. Positive reinforcement is a means of rewarding desired behavior. It should be used to make sure that desired behavior is repeated.

3. Shaping refers to reinforcing the student's responses that are close to the correct response. This is continued gradually until the desired response is reached.

4. Prompting is a means of putting the student physically through the motions of a task. After a time, the student should be able to complete the task alone, without prompting.

5. Learning activities should be presented to help the student remember (in simple sequential steps with numerous repetitions).

6. Any distracting stimuli should be excluded from the learning environment.

E. Mentally Handicapped

1. Task analysis, or breaking down complex tasks into smaller substeps, is a useful technique for teachers to use with students who have difficulty in learning.

2. Tasks should be sequenced in an easy-to-hard series of steps.

3. Have the individual orally rehearse what is to be learned.

4. Use realistic and concrete materials whenever possible.

5. Structure learning situations so that they occur in natural settings and among nonhandicapped peers.

6. Clear and consistent feedback should be given for appropriate and inappropriate behaviors. The student must know what is expected of him as well as what the consequences for appropriate and inappropriate behavior will be.

7. Continual assessment should be made of the student's performance. Compare students' present performance with their own previous performance, not with the performance of other students.

8. Remember that not all people learn in exactly the same way. Try different methods of presenting the same content. If a student can't read, he may very well be able to learn the same material in an alternative manner.

9. Ask for assistance from special education personnel concerning strategies and suggestions.

10. Treat the mentally handicapped student according to his chronological age. Mentally handicapped children may function in some academic areas at the same level as younger children, but this does not mean they should be treated as younger children.

Remember, these techniques may be useful for many kinds of learning problems. They are not unique to mentally handicapped students.

F. Orthopedically Handicapped

1. Enough help should be provided to preclude constant failure, but the individual should also be allowed to achieve on his own.

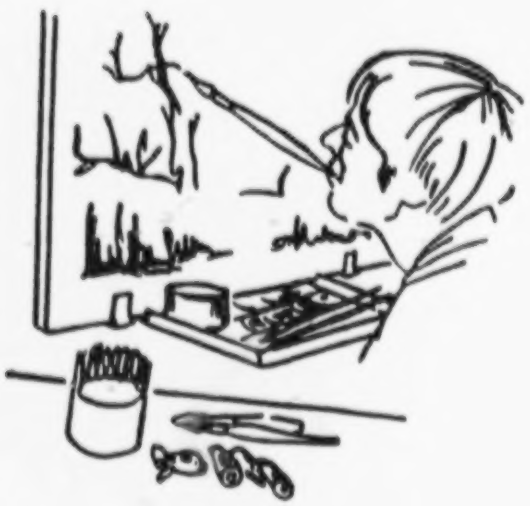
2. The classroom should be barrier free and may have to be architecturally modified. This may include wider doors, accessible toilet facilities, adjustable chairs, desks, cabinets, blackboards, lapboards, standing tables, nonskid floors, lowered drinking fountains, and wide, clear, obstruction-free walkways.

3. Equipment which may be helpful includes electric typewriters, page turners, book racks, record players, tape recorders, film and filmstrips projectors, modified pencil holder, clipboards, helmets, and masking or cellophane tape to hold papers and worksheets in place.

4. Several basic management skills are useful for those with movement disorders:

   a. Prepositioning--storing items at point of first use

   b. Work centers--organized areas with all necessary equipment and supplies



SECTION III

ADMINISTRATIVE
AND
PROGRAM CONSIDERATIONS

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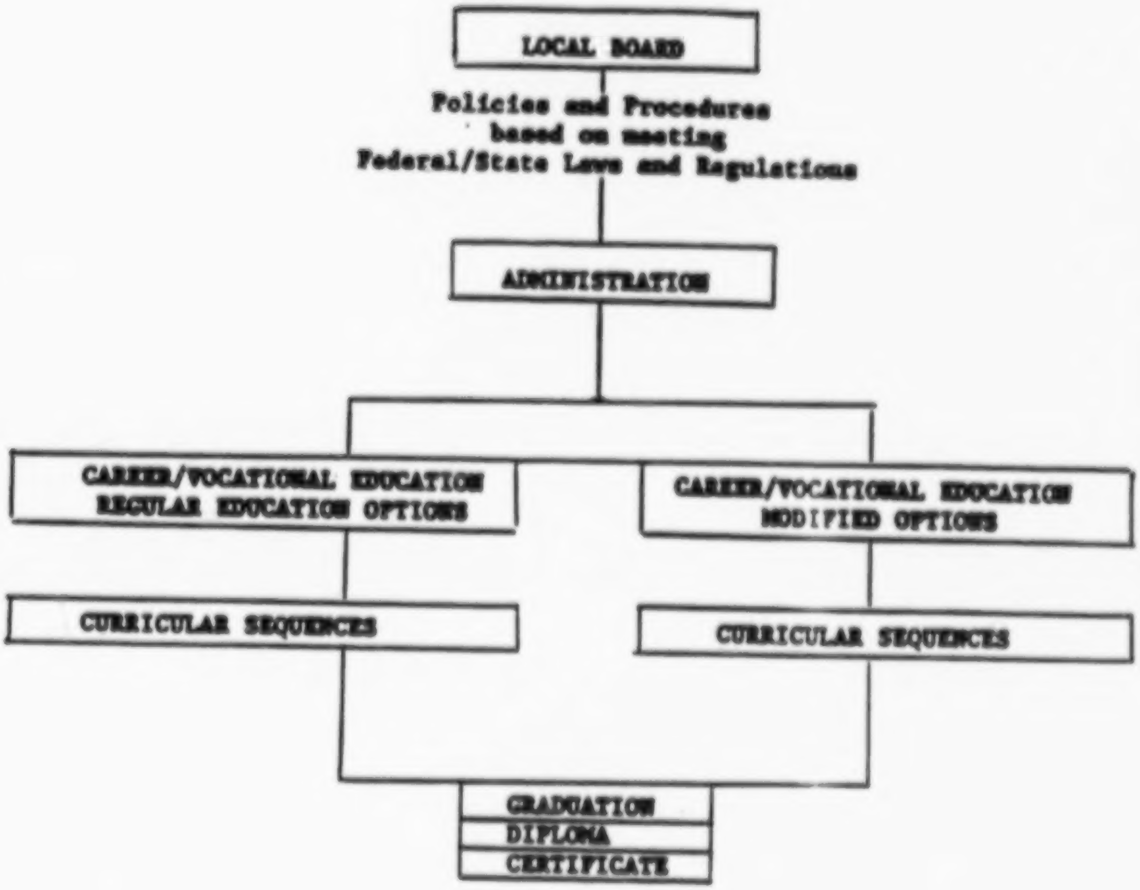
AND
PROGRAM CONSIDERATIONS


LOCAL BOARD
Policies and Procedures based on meeting Federal/State Laws and Regulations
ADMINISTRATION
CAREER/VOCATIONAL EDUCATION REGULAR EDUCATION OPTIONS
CAREER/VOCATIONAL EDUCATION MODIFIED OPTIONS
CURRICULAR SEQUENCES
CURRICULAR SEQUENCES
GRADUATION
DIPLOMA
CERTIFICATE

INTRODUCTION

This section provides information for administrators and staff who have responsibility for programs serving handicapped students. Two primary goals of special education are developing students' vocational skills and maximizing their level of self-sufficiency. Provisions for sequential career/vocational opportunities and the development of transitional strategies are critical elements in assuring that all handicapped students achieve these goals.

Based on federal and state laws and regulations, handicapped persons are to participate in a regular education curriculum whenever possible. If the regular education programming and curriculum, even with modifications, are not appropriate, the handicapped student shall then be provided career/vocational modified programs.

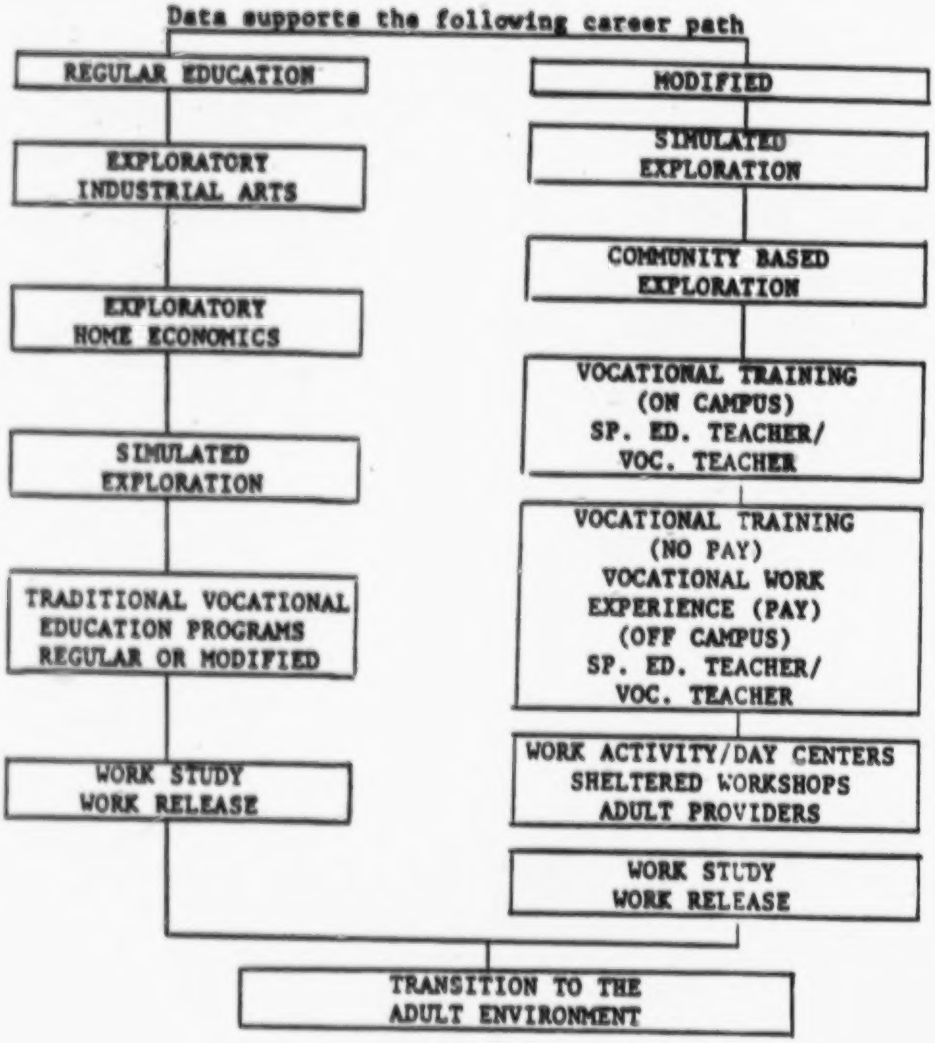
To facilitate development of such programs, the Louisiana Department of Education, Office of Special Educational Services, offers, when possible, P.L. 94-142, discretionary grants entitled "Career, Prevocational, Specialized Vocational Training and Transitional Strategies for the Handicapped." The purpose of these grants is to assist city and parish school systems in establishing or expanding services to meet the identified needs of handicapped students in the LEAs. It is expected that projects funded under this competition will address one or more of the following priorities:

1. Modification of regular vocational education programs to facilitate participation of handicapped students in areas not provided for by the Carl D. Perkins Act of 1984
2. Establishing new or expanding existing self-contained career, prevocational and specialized vocational programs, particularly for the moderately and severely handicapped
3. Establishing programs for transition from school to work settings, including on-the-job training, job placement, and follow-up services

Figure 2 provides an example of programming options the Office of Special Educational Services is promoting in an effort to meet the diverse educational needs of handicapped students.

Figure 2
CAREER/VOCATIONAL TRAINING
AND
TRANSITIONAL STRATEGIES
FOR
HANDICAPPED STUDENTS

Assessment/Evaluation Data
Level I
Level II
Level III


Data supports the following career path
REGULAR EDUCATION
EXPLORATORY INDUSTRIAL ARTS
EXPLORATORY HOME ECONOMICS
SIMULATED EXPLORATION
TRADITIONAL VOCATIONAL EDUCATION PROGRAMS REGULAR OR MODIFIED
WORK STUDY WORK RELEASE
MODIFIED
SIMULATED EXPLORATION
COMMUNITY BASED EXPLORATION
VOCATIONAL TRAINING (ON CAMPUS) SP. ED. TEACHER/ VOC. TEACHER
VOCATIONAL TRAINING (NO PAY) VOCATIONAL WORK EXPERIENCE (PAY) (OFF CAMPUS) SP. ED. TEACHER/ VOC. TEACHER
WORK ACTIVITY/DAY CENTERS SHELTERED WORKSHOPS ADULT PROVIDERS
WORK STUDY WORK RELEASE
TRANSITION TO THE ADULT ENVIRONMENT

Career/Vocational Training and Transitional Strategies

There are many program implementation options available to school systems to assist in meeting the prevocational and work training needs of handicapped students. Placement options are numerous and include the following:

1. Place students in regular vocational programs. (See Program Implementation Model, page 169.)

2. Place students in regular vocational programs with modifications. Modifications may consist of curriculum and/or equipment adaptations designed to meet individual student needs. (Sources of funds for these modifications may be found on page 186). Two examples of support services that can be provided through special education are:

   a) An instructional aide may be generated by a self-contained special education class, through the Minimum Foundation Program (MFP). This aide can be assigned to the vocational program to assist mainstreamed special education students in a smooth transition.

   b) A certified special education teacher may be claimed through the Minimum Foundation Program with a resource room pupil/teacher ratio. This person may be assigned to assist the vocational instructors of handicapped students, by providing appropriate instructional strategies, curricular modifications, equipment adaptations, and remediation for individual students.

3. Place students in regular vocational programs with support services:

   a) Support services may be provided by a special education instructional aide funded through the Minimum Foundation Program. A special education teacher may also be generated using the pupil/teacher ratio for a resource room.

   b) Two examples of modifications/adaptations are: special protective devices may be installed in a vocational training area to maximize safety, such as additional shields for cutting tools; a one year course of study might be extended over a period of two years or more before a unit of credit is awarded.

4. Place students in self-contained, alternative vocational programs in comprehensive high schools area vocational

centers or in vocational-technical schools. In addition to regular staffing patterns, the following are examples of program options:

a) Parishes with minimum handicapped populations could form a vocational consortium to adequately serve these students.

b) Students with special needs could be block scheduled with regular vocational teachers for one or more periods per day.

5. Place students in specialized vocational training programs designed to meet individual student needs.

a) Community based, vocational exploration/training sites may be used with or without remuneration for student trainees.

b) Cooperative vocational education programs may be used if approved vocational education standards are met.

c) With prior approval, small parishes may consolidate pupils and programs to meet minimum student/teacher ratio requirements.

d) A special education work-study coordinator could be generated as an itinerant teacher or a resource teacher through the Minimum Foundation Project. This delivery option affords parishes additional personnel to expand training, job placement, and possible employment opportunities for handicapped students. Use of such an option would provide even the most scattered rural parishes with an opportunity to expand vocational training opportunities for handicapped students.

The following Program Implementation Model has been provided for easy reference in planning programs to meet specific student needs. A full continuum of program options are outlined. The prevocational or vocational education program component is identified in the first column. Additional information relative to the prevocational and vocational education continuum may be found under each vertical column of the chart and identified by the following headings: Educational Setting, Teacher Certification, Funding Sources, IEP Requirements, Vocational Assessment, School Terminus Documents, Pupil/Staff Ratios, Instructional Time, Curricular, and Related Functional Instruction.) This table is intended to provide the reader with an overall view of the vast combinations of work training options and support services available for handicapped students.

PROGRAM IMPLEMENTATION MODEL
Table 1A

PHASE	EDUCATIONAL SETTING	TEACHER CERTIFICATION	FUNDING SOURCES	IEP REQUIREMENTS	VOCATIONAL ASSESSMENT	SCHOOL TERMINUS DOCUMENT	PUPIL/STAFF RATIO FOR SERVICE	INSTRUCTIONAL TIME	CURRICULUM	RELATED FUNCTIONAL INSTRUCTION/ INFORMATION
Career Awareness & Accommodation	Regular Education Program	Appropriate Elementary Education Certification	State and Local	N/A	Career Awareness Data	N/A	Reg. Pupil/ Teacher	Local Option	Locally Approved	K-3 Language Arts Math, Social, Living & Enrichment
	Regular Education Program w/Support Services	"	"	YES	"	N/A	"	"	"	
	Regular Education Program with Modifications/ Adaptations	"	"	YES	"		N/A	"	"	
	Self-contained Programs on Elementary School Campus	Appropriate Special Ed. Certification	Federal P.L. (94-142) State and Local	YES	"	N/A	Special Ed. Pupil Teacher Ratio	"	Locally Approved	4-6 Language Arts Math, Social Studies, Science & Enrichment
	Self-contained Program on Special School Campus	"	"	YES	"					
Vocational Exploration and Pre-vocational Education	Reg. Program On Regular School Campus	Appropriate Elementary Education Certification	State and Local	None	Level 1	N/A	Reg. Pupil Teacher Ratio	Local Option	Locally Approved	7-8 Language Arts Math, Social Studies, Science & Enrichment Vocational Outreach, Guidance/Counseling (Carl D. Perkins Act, 1984)
	Regular Program w/Support Services on Reg. Campus	"	"	YES	"	N/A	"	"	"	
	Reg. Program w/Modifications on Reg. Campus	"	"	YES	"	N/A	"	"	"	
	Self-Contained Program on Reg. School Campus	Appropriate Special Ed. Certification	Federal P.L. (94-142) State & Local	YES	"	N/A	Special Ed. Pupil/Teacher	"	"	
	Self-Contained Program on Separate School Campus within School System	"	"	YES	"	N/A	"	"	"	

PROGRAM IMPLEMENTATION MODEL
Table 1B

PHASE	EDUCATIONAL SETTING	TEACHER CERTIFICATION	FUNDING SOURCES	IEP REQUIREMENTS	VOCATIONAL ASSESSMENT	SCHOOL TERMINUS DOCUMENT	PUPIL/STAFF RATIO FOR SERVICE	INSTRUCTIONAL TIME	CURRICULUM	RELATED FUNCTIONAL INSTRUCTION/ INFORMATION
Regular "Approved" Vocational Education	Reg. Program on Reg. School Campus	Reg. Teacher Certification	State and Local	None	Required Levels 1-3 as appropriate	Diploma	Regular Pupil/Teacher Ratio	1 hour/day 5 days/week	Bulletin 741	Required High School Courses that lead to Carnegie Units (Bulletin 741) Voc. Outreach Guidance/Counseling
Regular "Approved" Vocational Education (without Support Services Curricular Modifications/ Adoptions 14-21 years or 9-12 Grades	Regular Program on Reg. School Campus 14-21 years or 9-12 grades	Appropriate Vocational Education Certification	State and Local	None	Required Levels 1-3 as Appropriate	Diploma (23 Carnegie Units)	Minimum Voc. Education Enrollment 8 Minimum Vocational Cooperative Education Enrollment 10	1 hour Voc Ed. 5 days/week 1 hour Voc. Related Class-room Instruction 5 days/week and a minimum of 15 hours/ weeks on-the-job training	Regular Approved Vocational Education Curriculum	Required High School and/or Voc. Tech. Courses that lead to Carnegie Units (Bulletin 741) Voc. Outreach, Guidance/Counseling
	or Voc. Centers	"	"	None	Required Levels 1-3 as Appropriate	Diploma			"	
	or Voc. Technical School (15-21 years)	"	State	None	Required Levels 1-3 23 Carnegie Units and/or Vocational Certificate	Diploma		2 or 3 hours blocks of approved Vocational Educational	"	Required High School Diploma and/or Voc. Tech. Courses that can lead to Carnegie units (Bulletin 741) Voc. Outreach, Guidance/Counseling
Regular "Approved" Voc. Ed. with Support Services	Regular Program on Reg. School Campus or Voc. Center or Voc. Tech. School (15-21)	Appropriate Vocational Education Certification	State and Local P.L. 98-524	Required Support Services Indicated on IEP	Required Levels 1-3 as Appropriate	Diploma 23 Carnegie Units; Voc. Tech. Certificate Certificate of Achievement	Minimum Voc. Education 8 Enrollment 8 Minimum Voc. Cooperative Education Enrollment 10	1 hr. Voc. Ed. 5 days/week 1 hr. Voc. Related Classroom Instruction 5 days/week and a minimum of 15 hrs/week on-the-job training	Regular Approved Voc. Ed. Curriculum Bulletin (741)	Required High School and/or Voc. Tech. Courses that lead to Carnegie units (Bulletin 741) Voc. Outreach, Guidance/Counseling

PROGRAM [illegible]LEMENTATION MODEL
[illegible]ble 1C

PHASE	EDUCATIONAL SETTING	TEACHER CERTIFICATION	FUNDING SOURCES	IEP REQUIREMENTS	VOCATIONAL ASSESSMENT	SCHOOL TERMINUS DOCUMENT	PUPIL/STAFF RATIO FOR SERVICE	INSTRUCTIONAL TIME	CURRICULUM	[illegible]
"Specialized/Approved" Vocational Education	Self-contained on Separate School Campus within School System	Appropriate Vocational Education Certification (Special Ed. Endorsement Desirable) or Appropriate Special Education Certificate (Voc. Ed. Endorsement Required)	P.L. 98-524 and/or P.L. 94-142 or P.L. 89-313 or A combination of the above or as specified by inter-agency agreements e.g., . Voc. Ed., Voc. Rehab., Mental Health, Corrections, etc.	Required Indicates Modifications/ Adoptions Present Performances Levels Goals Objectives and Specific Services (Federal Register (1/19/81)	Levels 1-3 as Appropriate	Diploma (23 Carnegie Units) Enrollment Pupil/Staff Ratios for Students)	Minimum Special Education Enrollment (according to 754 Pupil/ Staff Ratios for Exceptional Students Minimum Special Vocational Education Work Experience Hours per week Training Appropriate Exceptional	Minimum of 1 hour (5 days per week (or Appropriate Modifications above the Minimum Minimum of 1 Hour Vocational Related Instruction (5 days per week) and a Minimum of 15 per Tutoring, Based on 754 Adaptations Modification approved Vocational	Regular Approved Vocational Education Curriculum w/Support Services and/or Modifications e.g., Equipment, Instructional/ Testing Methods, Time, e.g., Function On-the-job and Work Skills within 8 Minimum Standard for Mild/ Education Areas, e.b., training to Voc. Outreach Entry levels, Semi-Skilled Jobs; Sheltered Work Activities, etc.	Required [illegible] etc. [illegible] Separate [illegible] Moderate [illegible] Profound [illegible]
"Separate/Specialized" in Separate Vocational Education	Self-Contained on Separate Site not in School System (Sheltered Workshop)	As Appropriate	Federal State Local JTPA	Training Program Outlined in IEP in IEP	Levels 1-3 as Appropriate	Certificate of Achievement	1 to 1 or Minimum Work Experience Enrollment	Varied depending on training/ work schedule	Work Adjustment on Training Programs	[illegible] Separate Minimum Standard
	Community-based Program	As Appropriate	"	"	"	"	"	"	"	

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PROGRAM IMPLEMENTATION MODEL
Table 1D

PHASE	EDUCATIONAL SETTING	TEACHER CERTIFICATION	FUNDING SOURCES	IEP REQUIREMENTS	VOCATIONAL ASSESSMENT	SCHOOL TERMINUS DOCUMENT	PUPIL/STAFF RATIO FOR SERVICE	INSTRUCTIONAL TIME	CURRICULUM	RELATED FUNCTIONAL INSTRUCTION/ INFORMATION
Regular "Approved" Voc. Ed. with Modifications/ Adaptions Support Services (Bulletin 1566 E.C., Time Requirements, Methods of Presentation,/ Testing Materials, and/ or equipment Used, etc.)	Regular Program Reg. School Campus or Voc. Tech. School or Alternative Campus (Career Center)	Appropriate Vocational Education Certification	Federal P.L. 98-524) State and Local	Required Support/ Services Modifications Indicated	Required Levels 1-3 as Appropriate	Certificate of Achievement	1 to 1 or Minimum Work Experience Enrollment	Varied depending on training/ work schedule	Work Adjustment on training programs	Life and Work Skills Separate Minimum Standards
"Specialized/ Approved" Vocational Education	Self-contained on Regular School Campus Vocational Technical Schools or Alternative (Career Center, etc.)	Appropriate Vocational Education Certification (Special Ed. Endorsement desirable)	P.L. 98-524 and/or P.L. 94-142	Required indicates Modifications/ Adaption Present Performance Levels Goals Objectives and Related Services (Federal Register (1/19/81) Indicated	Required Levels 1-3 as Appropriate	Diploma 22 Carnegie Units or Voc. Tech. Certificates or Vocational Certificate or Certificate of Achievement	Minimum Vocational Enrollment 8 Minimum Cooperative Vocational Ed. Enrollment 10 Minimum Special Ed. Enrollment (according to 754 Pupil/Staff ratios for Exceptional Students Minimum Special Vocational Ed. Work Experience Enrollment according to 754 Pupil/Staff ratios for Exceptional Students	Minimum of 1 hour 5 days per week or Appropriate Modifications above the minimum Minimum of 1 Hour Vocational Related Instruction (5 days per week) and a Minimum of 15 Hours per week On-the-job Training Appropriate Modifications (according to 754 Pupil/Staff ratios for Exceptional Children	Regular Approved Vocational Education Curriculum w/Support Services and/or Modifications e.g., Equipment, Curriculum Materials Instructional Testing Methods, Time Peer Tutoring etc. Adaptations within 8 Approved Vocational Education Area, e.g., Training to Progress to entry job levels. Semi-skilled jobs; Sheltered Workshops, Work Activities, etc.	High School and/or Voc. Tech Courses that lead to Carnegie units or a Vocational Certificate or Courses that lead to a Certificate of Achievement e.g., Functional Academics, Life and Work Skills Separate Minimum Standards for Mild/ Moderate Severe/ Profound

The community-based training program provides unique opportunities that require strong administrative support, both philosophically and financially. Staffing arrangements should allow for at least one person to move freely between the classroom and the work community. A transdisciplinary approach will allow other professionals to contribute to the long-term goal of competitive employment. Equipment and supplies for training will need to be purchased or otherwise obtained. Space for in-school training sites for students and staff, liability for students on job sites, and so on, will all require some amount of administrative attention in order for community training experiences or even a community derived curriculum to be possible. The following will cover a variety of issues that will require administrative consideration. (Pietruski, Everson, Goodwyn, & Wehman, 1985).

Staffing

In order for a community-based vocational training model to be effective, there should be shared involvement between all of the available service providing disciplines, e.g., education, occupational and physical therapy, speech therapy, etc. Meeting the varied demands of a community integration goal, such as employment in the community, will require the expertise of all of these training backgrounds. Below is a recommended list of staff members and a description of the roles and skills needed for each.

Teacher

The teacher should be the primary person responsible for program development, including writing behavioral goals and objectives for training in acquisition and production for writing task analyses, for scheduling delivery of reinforcements, and for setting up procedures for data collection and graphing (See Instructional Strategies). He should be involved with initial student evaluations, initial and detailed job analyses, as well as the job/client matching process. He should also be responsible for curricular development which will require frequent and on-going interaction with the business community. He will need to have good behavioral observation skills for job analysis, as well as good communication and social interaction skills. He will also need to interact with parents and adult service providers as students prepare for the transition from school to work. He not only must be able to do vocational training in the classroom and on the job site, but also must be able to train others to do so.

Occupational Therapist

The occupational therapist should be involved with initial student evaluations, initial job analyses, and the job matching process. He should be able to develop and implement individual plans for each student with regard to task and/or equipment modifications, physical positioning at work stations, adaptive devices needed, and so on, all for the purpose of improving student performance in work tasks. He must be able to interact with members of the business community while conducting job analyses and job site training. The occupational therapist will also need to be able to train co-workers to carry out an individual student's plans for positioning and using adaptations and modifications for improved performance. He should also work with parents and adult service providers during the transitional period.

Physical Therapist

The physical therapist should be the primary person for working out mobility impairments on the job site and in the context of using public transportation. He should be able to develop and implement individual plans for wheelchair students to maneuver up and down difficult ramps, in and out of heavy doors, ambulating on rough terrain, stepping up on bus steps, etc. Physical therapists should also work with occupational therapy staff to establish optimal plans for positioning students at work stations. Also, physical therapists (and occupational therapy staff) will need to prescribe individual exercise plans to maintain students' best muscle tone and flexibility as well as to improve stamina to accommodate for the hours required in a full- or part-time job. He should also be required to train co-workers in implementing individual plans for students.

Speech/Communication Therapist

The speech therapist should be responsible for assessing the communication needs of a particular employment/vocational training goal. He should be involved in the initial student evaluation and the job matching process, especially as it pertains to communication. He should include vocationally related words into any vocabulary training activities. He should be able to assist with any communication problems, especially on job sites in the community, and should be knowledgeable with regard to least restrictive alternative communication devices which may contribute to improved functioning in an employment situation. He should also be able to train other trainers (co-workers) when necessary.

Rehabilitation Engineer

In cases in which individuals have severe physical impairments, it may be helpful to have the Rehabilitation Counselor who is actively working with the school contact a rehabilitation engineer through the Division of Rehabilitation Services (DRS). The rehabilitation engineer should provide technical assistance to maximize the student's ability to function independently in the performance of job skills either in the classroom, the community training site, or in a paid employment situation. It may be valuable for the rehabilitation engineer to conduct and write up a formal feasibility study to demonstrate what could be done to improve the student job performance in a permanent employment situation.

Payment for rehabilitation engineering services will be contingent upon each individual agency's financial eligibility considerations and fiscal policy. In many cases, the rehabilitation counselor may be able to authorize case service funds for a student who has client status. In other cases it may be necessary for the school to pay for these services. The important point is for school and rehabilitation professionals to communicate and work together to improve the employability of disabled youth.

Classroom Assistant

The classroom assistant must be able to follow all the written program instructions as developed by the teacher (or program development person). He should be able to collect acquisition and production data, graph the data, deliver reinforcements as prescribed, and keep training equipment and materials in good order. He must be well organized for efficiency and must be able to maintain a consistent and structured program in order to assure the effectiveness of the training process. Finally, the classroom assistant must have good interaction with students and parents.

Guidance Counselor or School Social Worker

The social worker should be a person responsible for coordinating all service providers, parents, and students during the transitional process. He should initiate applications and/or service referrals to appropriate adult service providers at the appropriate times. He should be knowledgeable of community services, e.g., transportation, housing, adult training, advocacy, Supplemental Security Income (SSI), Supplemental Security Disability Income (SSDI), Medicaid, etc.

Rehabilitation Counselor

The rehabilitation counselor should be contacted and invited to participate in the individual transitional meetings for all students who are in their last two to three years of school and who are targeted for employment. The rehabilitation counselor should be actively involved with the vocational training staff and other school staff for the purpose of planning and assisting with transitional objectives aimed at paid employment and independent living goals for each student (see the section on Transitional Planning and Job Placement). The rehabilitation counselor will also be required to access services of a rehabilitation engineer.

Maximizing Use of Staff

In a transdisciplinary approach, therapist, teachers, and others work together in the classroom and/or community training environments to achieve functional goals. An interdisciplinary approach, on the other hand, allows the teachers and therapists to work on common objectives but in isolation of one another and in most cases, not in the natural environments in which the skills need to occur.

For optimal effectiveness of programming and the most efficient use of available staff, a highly structured program with a transdisciplinary approach is recommended. With good use of systematic training procedures and good structured scheduling, the vocational training classroom can be covered by just one staff person. The procedures described in the Instructional Strategies section should be followed very carefully.

Once jobs have been identified and the programs have been written, the teacher will need to train the classroom aide in using task analyses, collecting and graphing data, and delivering prompts and reinforcements by using systematic instructional procedures. With the classroom aide providing the bulk of the day-to-day training, and one or more therapists coming in and out for therapy and assisting with classroom training, the teacher, and perhaps one other therapist, will be able to make business visits, establish training sites for students, and provide training during community training experiences. With good data collection and graphing of student progress and modified programs in the classroom, the teacher at the same time can provide individualized training to one or more students in community training sites. During the beginning of a community-based training experience for any one student, the teacher or therapist could be away from the classroom up to 60 percent of the school day.

The above staffing plan necessitates one teacher's being committed to full-time vocational training. If there are other classes with students of approximately the same age and needs, a team teaching arrangement can be used. In this model, the other teachers can work on other curricular areas, e.g., domestic, leisure and community skills (and others if appropriate), with all students rotating in groups throughout the day.

If there are only two teachers, one might work on domestic and leisure skills while the other provides training in the vocational and community domains. Of course, if there is only one class, it will be most difficult to provide instruction in some other areas if a good community vocational training program is stressed. However, keeping in mind the long-term goal of competitive employment, vocational training will supersede some other less critical areas and will bring about a natural training situation for some other skills. If student interns from colleges or universities or other volunteer resources are available, it would benefit the vocational training program to take advantage of these resources.

The teacher or person who is assigned to vocational training responsibilities should be employed on an eleven-month contract. The time provided during the summer months is essential for the community analysis phase. Otherwise, the teacher will not have enough time away form service delivery responsibilities to gather local job market information for development of a vocational training curriculum.

However the staffing is arranged, there will have to be a commitment to vocational training as a major goal of the secondary school training program as well as an important consideration in primary and intermediate levels. The purpose of a community-based training program is to provide students with marketable skills for employment before they complete their school programs. The outcomes of employment and community integration should be targeted as IEP goals for students in their final two to four years of school. Objectives and learning activities should thus be written with these desired outcomes in mind. The combined efforts of all disciplines will be important in achieving these desired outcomes.

Space for Training

If available, a room should be provided for vocational training only. This way, the training room can be made into a work environment. Work stations and equipment should be arranged to reflect job settings in the community. Also, work-related skills such as arriving on time and signing in and out can be taught just by having students go to a different room for vocational training.

If a separate room cannot be provided, at least a portion of a classroom should be designated for vocational training only. Equipment and supplies should be arranged so that work stations and workers are not crowded.

Some types of in-school vocational training will need to make use of the entire school building for training skills in areas such as janitorial or food service training. Students can actually participate in in-school work training experiences if the proper arrangements are made. An in-school training experience should not take the place of a community-based training experience, but can be used as an intermediate step between classroom vocational training and a community work experience. What is important is that the vocational training staff make use of as many training situations as possible to give students experience with real work in real settings whenever possible.

Transportation

If students are to participate in training experiences in the community, transportation will become a factor. Most important is that transportation arrangements be based on what the student will be using as an adult to reach a given job site. The school administrator should not arrange for or allow the yellow school bus to be used to transport handicapped students to job sites unless this is the only available means of transportation. The vocational training staff must identify the likely method of transportation that will be used by the student as an adult, and that transportation system should be used, when possible.

In an urban setting, it is likely there will be city bus service. Vocational training staff should learn how to use this service so that staff members can train students to use it independently. If a special transportation service is necessary for students in wheelchairs, this service should be included in the training curriculum. Other transportation alternatives in an urban setting might be taxi/cab services or car-pools. In a rural setting, it may be necessary to advertise in a local newspaper for people who drive particular routes on regular schedules. These people could be paid to provide transportation for students to and from work sites. Whatever options may be necessary, the vocational training staff will need to be familiar with each.

As for paying transportation fares for students, many times school systems can arrange for discount rates with the transportation companies. Also, parents may be willing to pay half or full transportation expenses if they realize the outcome may be eventual employment and independence for a son or daughter.

Transportation companies such as the city bus service sometimes offer trainer permits for teachers to use while accompanying students during transportation training. This will alleviate the expense of financing both trainer and student. If trainer permits are given, it is vitally important that the individuals having those permits not abuse the privilege. This may cause the company to remove the privilege for all trainers.

Liability/Insurance

Inevitably, in negotiations with a business about placing a student on the business site, the subject of liability will arise. The business is concerned that if an accident occurs involving the student on its business property, the business will be liable for suit. This is certainly a reasonable concern, although in many cases the concern is due to the student's being handicapped rather than his being a student trainee on the work site.

First of all, the law states that a company/business is liable for any individual's injuries that occur on its property. The fact that an individual is handicapped will make no difference unless the nature of the handicap in the particular work setting presents a dangerous condition. This should not happen if an appropriate job matching process is used.

Insurance should be provided to cover the safety and well-being of the special education students while being transported as well as while actively involved in work-related activities in the community for the following reasons:

1. The school is asking the community resource person (business and industry) to provide the student with an instructional experience it cannot provide.

2. This is a school sponsored and supervised program option just as any other school activity; therefore it is considered a school-related responsibility.

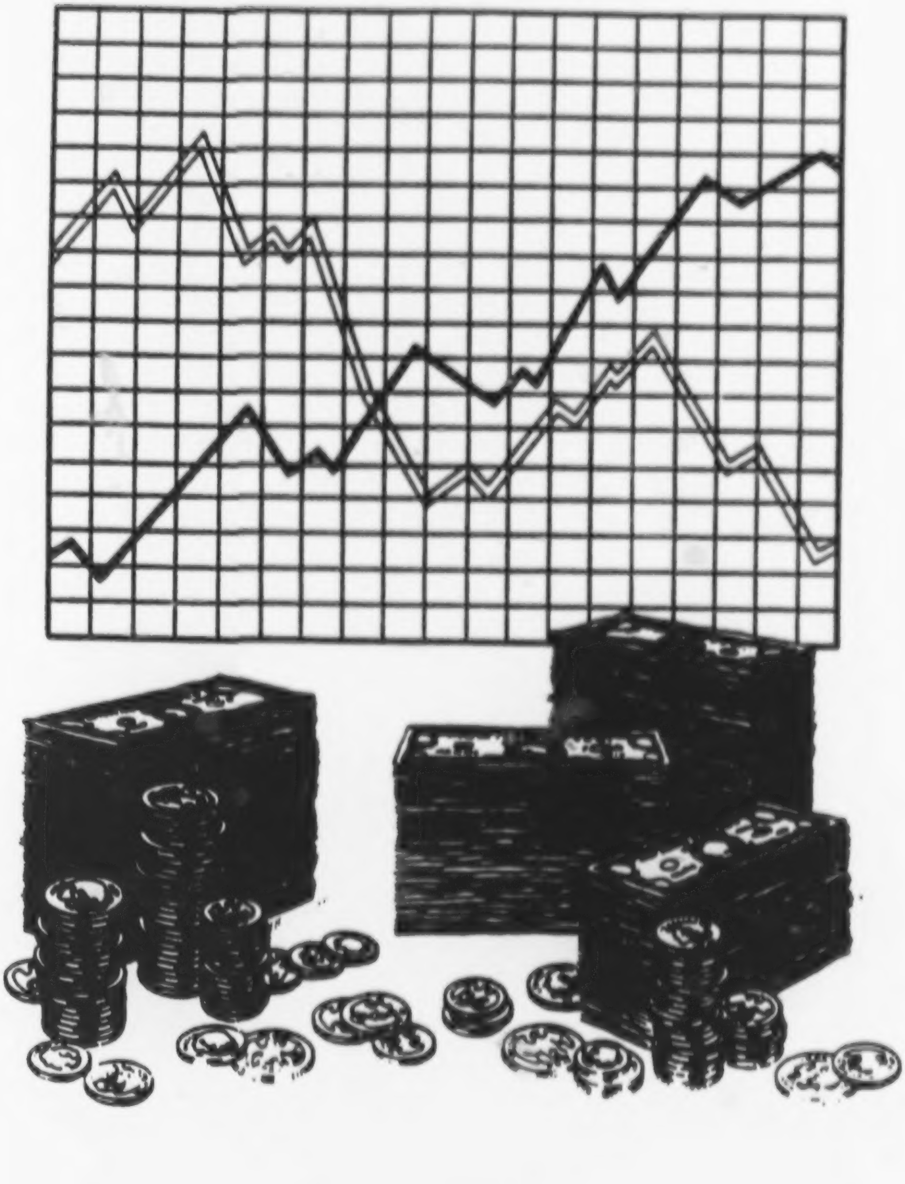
3. The placement of the student in the community is exploratory. The status of the student is "student" not "employee" so workmen's compensation is not required coverage.

4. When an employee-employer relationship has not been established with a student, the business person should not be required to assume the responsibilities of an employer.

In order to solve the problem so that students can go onto a work site to practice work skills, two options may be available. First, most school systems offer an accident and health insurance package which parents can purchase for their children. Some of these policies will have a clause which states that the student is covered by the policy "during any school-sponsored activity" on or off school grounds. Some insurance programs offer a "school hours only" and a "24-hour" coverage option, with the 24-hour coverage being slightly more expensive. Vocational training staff should encourage parents of all students participating in work training to purchase the necessary coverage for their children. When discussing the community training experience with a business representative, one can point out that this coverage is in effect and a copy of the coverage plan can be left with the business contact. If the program is prescribed in the IEP, the school system may pay the insurance cost from the monies the student generates as a handicapped student and/or from other means that they use for low income families.

When an employee/employer relationship has been established (paid employment), it is the responsibility of the employer to comply with local, state and federal labor regulations regarding wages, hours, working conditions, insurance and hazardous occupations. The current insurance status of the student should be determined, and written evidence of insurance coverage shall become part of the permanent student file.

It is recommended that liability/insurance policies be adopted by each individual school system regarding work placement procedures. The school board's general counsel should be a valuable resource in developing these polices.



FUNDING AFFECTING PROGRAM ADMINISTRATION

This section of the manual is intended to suggest the sources of funding available through the various agencies operating under federal, state, and local laws, guidelines, policies and regulations. A chart depicting an overview of sources of funding is included. Suggestions for cooperative programming and appropriate use of funding is described. Each participating office or agency should combine expertise and innovativeness to exert a positive and concentrated approach to the ultimate education, habilitation and rehabilitation of all handicapped students. The reader is referred to the specific agency or office responsible for the administration of each type of funding if additional information or clarification is needed.

A. FEDERAL INITIATIVE

Under the authorization of the Education of All Handicapped Children Act of 1975 (P.L. 94-142), the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524), the Rehabilitation Act of 1973 (P.L. 93-112) as amended, and R.S. 17:1941 *et seq.*, these state agencies will share, where appropriate, the responsibility for assisting the local educational agencies in developing and coordinating an integrated delivery of vocational services, which will be the most beneficial for handicapped individuals. The state agencies will also assist the local educational agencies in assuring that all rights of handicapped persons will be protected as guaranteed by Section 504 of the Rehabilitation Act of 1983.

B. VOCATIONAL EDUCATION FUNDING

PUBLIC LAW 98-524. The Carl D. Perkins Vocational Education Act of 1984 provides for the vocational education of the handicapped. The emphasis of the Act is on Mainstreamed Vocational Programming. This Federal education funding has been designed to help pay the costs of supplemental or additional staff, services, and/or materials needed to provide appropriate programming for handicapped students. The Act no longer allows for full costs of separate vocational programs to be counted as supplemental costs necessary to provide appropriate programming for handicapped students.

Specifically, Section 202(c)(1) of the Act states:

"If the conditions of handicapped students require a separate program, each State may use such funds for the Federal share of the costs of the services and activities in separate vocational education programs for handicapped individuals which exceed the average per pupil expenditure for regular services and activities of the eligible recipient."

Handicapped, as defined in the Act, concurs with the definition in P.L. 94-142, the Education of All Handicapped Children Act. According to P.L. 98-524 (Section 195), the term "handicapped," when applied to an individual, means an individual who is:

1. mentally handicapped
2. hard of hearing
3. deaf
4. speech impaired
5. visually handicapped
6. seriously emotionally disturbed
7. orthopedically impaired
8. other health impaired
9. deaf/blind
10. multihandicapped
11. specific learning disabilities

and who, by reason thereof, require special education and related services and who, because of his handicapping condition, cannot succeed in the regular vocational education program without special education assistance or a modified vocational education program.

Additionally, it should be noted that Louisiana defines a "handicapped child" under the definition of "exceptional child," -R.S. 17:1943(1). This term includes the exceptionalities for a "handicapped child," which, although not specifically included under Public Law 98-524, are covered by Louisiana law: autism and severe language disorders.

Louisiana Priorities

The State Board of Elementary and Secondary Education has established six major priority areas for the administration of vocational education in Louisiana as follows:

Initiate new vocational programs, expand the training opportunities, and improve the quality of existing programs. (This includes improving efforts in modifying existing programs and initiating new programs in line with current manpower needs and student interests.)

Amplify services to students such as: acquainting, recruiting, enrolling, counseling and placing. (This includes the expansion of vocational programs for handicapped students, including those students who are institutionalized.)

Expand efforts to assure that vocational programs are providing competencies necessary to successful advancement into the student's chosen occupation. (This includes efforts to obtain, develop, field test, and disseminate, compentency-based education curriculum guides in all areas of vocational education.)

Assure that vocational programs are designed to meet the demands of the labor market.

Provide adequate training resources for all who desire vocational education.

Assure effective utilization of funds allocated for vocational education.

Funding Requirements for Handicapped Programs. Section 113(b)(1) of the Carl D. Perkins Vocational Education Act of 1984 requires state compliance with the following:

The development of a Service Delivery Plan showing the "equal access" criteria of components for services and activities as described in Section 204 of the Act.

The vocational assessment of handicapped students (LEA's should adhere to the approved Louisiana Career/Vocational Assessment Process for Handicapped Students).

The development of procedures that provide appropriate outreach and public notification for handicapped students and their parents concerning opportunities available in vocational education.

Support system designed to provide assistance to handicapped students as needed once they have entered the work world.

An intrastate formula for distributing Federal funds for Part A of Title II of the Act.

Accommodations for handicapped students in private secondary schools.

Career/Guidance and Counseling Program

In meeting the intent of Section 204 of the Act, the components of the career/guidance and counseling program designed to assist handicapped students to move from school to work shall include:

Group/Individual sessions for the purpose of:

Informing students of their legal rights and responsibilities

Training students in job seeking techniques such as: using want ads and other job advertisements, making initial contact with prospective employers, analyzing job requirements and personal abilities, etc.

Teaching interviewer skills including: preparing for the interview, handling questions frequently asked of handicapped persons, following up on the interview

Personal management skills including: arranging transportation, handling their own finances, finding a place to live, getting along with fellow workers, managing personal relationships, handling situations which may develop at the work site, personal relationships, personal grooming, etc.

Locating and utilizing available community resources

Employer Orientation

Provide information to prospective employers regarding disabled persons.

Compile and impart information to students and employers regarding securing adaptive devices if needed.

Survey employees regarding special needs of limitations of the work site as they affect workers.

On-the-job follow-up procedures developed to determine how the handicapped and/or disadvantaged individual is adjusting, how the employer is reacting, and how the guidance program can be more effective.

Service Delivery Plan

GUIDELINES FOR INSTRUCTIONAL SETTINGS. The settings for approved vocational education for the handicapped can be (1) regular classes of approved vocational education programs for identified handicapped students [as evidenced by the Individual Education Program (IEP)] ages 16-21 years in grades 9-12 whose Least Restrictive Environment is regular vocational education with special education and/or supportive services or (2) separate classes (self-contained) of approved vocational education programs for identified handicapped students, ages 14-21 years, enrolled in graded or nongraded classes in a State-approved school.

It is very important to note that identified handicapped students should be placed in regular vocational education programs to the maximum extent possible. A separate (self-contained) vocational education program may be established for the handicapped student only after it has been determined in the Individual Education Program (IEP) and by other appropriate information that the handicapped student cannot function in a regular vocational education program with special educational and/or supportive services.

Vocational education programs for the handicapped should be offered at all job-entry levels and may be implemented in all vocational offerings, including but not limited to the following program areas: Agriculture Education, Business and Office Education, Distributive Education/General Cooperative Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, and Trade and Industrial Education.

EQUAL ACCESS TO PROGRAM PLACEMENT. In compliance with Section 504 of the Act, no otherwise qualified handicapped student shall be denied appropriate recruitment, enrollment, and placement in vocational education programs. Local educational agencies should be familiar with the Office of Civil Rights Guidelines for eliminating discrimination and denial of services (Federal Register, March 21, 1979) for the handicapped and the State's Method of Administration.

APPROPRIATE PROGRAM PLACEMENT OF THE HANDICAPPED. Personnel in vocational education, special education, and vocational rehabilitation on the local level should jointly identify needs, develop programs, and evaluate programs to prevent duplication of services to handicapped students. A state-level Interagency Cooperative Agreement was completed on May 15, 1980, between Special Education, Vocational Education, and Vocational Rehabilitation. Local Educational Agencies are encouraged to develop the appropriate Interagency Cooperative Agreement to assure handicapped students the proper recruitment, enrollment, and placement in vocational education programs.

To assure proper program placement, it is essential at the IEP Conference (after vocational assessment data are available) to update the IEP to include special educational services by a committee that may include the following persons: vocational education supervisor, vocational education teacher, vocational rehabilitation counselor, special education supervisor, special education teacher, regular classroom teacher, parent, and students.

THE VOCATIONAL EDUCATION CONTINUUM. In addition to the regular vocational education programs with supportive services, the Local Education Agency should provide an Alternative Program of Vocational Education for handicapped students. The vocational education continuum of training may include the following:

> REGULAR VOCATIONAL EDUCATION WITH SUPPORTIVE SERVICES. These programs are also called Adaptive Regular or Specially Designed Vocational Education. With these programs, regular vocational education programs are modified to accommodate handicapped students with special educational services. Special materials, instructional aids, and assistance from a special education teacher/consultant are examples of program adaptation. These regular programs are also called "mainstreamed" programs.
>
> SEPARATE VOCATIONAL EDUCATION (SELF-CONTAINED). These programs are designed as an Alternative Program for students whose impairment is so severe as to preclude success in a regular or mainstream vocational program. These special vocational education programs are usually limited to a self-contained class of only handicapped students. Handicapped students are placed in this program in order to gain prerequisite skills for entry into a

vocational training program or to acquire job entry skills. Existing sheltered workshop/rehabilitation facilities may provide helpful training for these programs.

INDIVIDUAL VOCATIONAL TRAINING. When the vocational education needs of the individual student cannot be provided by the Local Educational Agency, a vocational education program tailored to meet the individual needs of the student will be provided in alternative settings, involving the school, community, another school district, work study, or on-the-job training.

(Louisiana's Program Plan for the Administration of Vocational Education, Office of Vocational Education, FY(s)86-88, Louisiana Department of Education)

C. SPECIAL EDUCATION FUNDING

PUBLIC LAW 94-142. The Education of All Handicapped Children Act of 1975, and Public Law 94-482, previously described, concur in identifying students who are considered handicapped with the notable exceptions of autism and severe language disorders, which are covered by Louisiana law. Public Law 94-142 discretionary funds may be used to provide additional programming for those handicapped students not eligible for vocational programs funded by Public Law 94-482.

D. OTHER REGULATORY AGENCIES AND FUNDING SOURCES

PUBLIC LAW 89-313. (Education Consolidation and Improvement Act, Chapter I, Handicapped Funds) These funds are generated by exceptional students enrolled or previously enrolled in State operated schools. Public Law 89-313 funds can be used to enhance or maximize the learning opportunities for the students generating these funds.

GENERAL APPROPRIATIONS BILL. This legislation provides for annual funding. These monies are generated by students identified as handicapped on a per capita basis. Most funds are used for materials and supplies, although some small equipment may be purchased.

PUBLIC LAW 93-112/95-602. (Rehabilitation Act of 1973) This program and funds are available for eligible handicapped persons for work adjustment training, job placement, and rehabilitative aids.

PUBLIC LAW 97-300. (Job Training and Partnership Act) This program provides job search assistance, job training, pre-apprenticeship, and follow-up services for eligible handicapped persons ages 14-21 years as approved annually by the Private Industrial Council (PIC).

JTPA. Job Training Partnership Act. This program is funded through the Department of Labor and provides monies for the training of qualified youth, between the ages of 16 and 21, with marketable skills. Application for these funds must be made through the Private Industry Council (PIC) in each identified JTPA region. Eight percent of the JTPA money in each region is designed for education. Contact the JTPA Section, Office of Vocational Education, State Department of Education for information regarding procedures for application.

The following chart describes various sources of available funding to assist in the development and implementation of a full continuum of prevocational and vocational programs and support services for handicapped students.

ON THE JOB TRAINING PROGRAM

SOURCE OF FUNDING

	P.L. 94-142 Education of All Handicapped Children's Act	P.L. 94-482, The Carl D. Perkins Vocational Education Act, 1984	P.L. 93-112/95-602 Rehabilitation Act of 1973	P.L. 97-300 Job Training Partnership Act, 1983	P.L. 89-313 ECIA-Chapter 1
	Validated as handicapped requirements via Bulletin 1508	Validated as handicapped requirements via Bulletin 1508	Eligibility Determination	Eligibility Determination as approved by Private Industrial Council (PIC)	Validated as H[illegible] Enrolled or pres[illegible] enrolled in State-operated school
Age	3 through 21	14 through 21	of Work Age	14-15/16-22	3 through 21
Funding Source	Part B - Part D via State Dept. of Education per capita distribution and discretionary	Set aside of 10% Pay 50% of supplemental cost. Title II-Part A	Federal/State funds assigned to meet needs of individual	Set aside of 10% for handicapped and other targeted populations via Service Delivery 8% set aside for State Ed Agency. Title II a,b, III, IV-B	Federal monies that follow the individual
Individualization	Individual Education Plan (IEP)	Individual Education Plan (IEP)	Individualized Written Rehabilitation Plan (IWRP)	Employability Development Plan (EDP)	Individualized Education Program (IEP)
Examples of Uses of Funds	Part B: Equipment for Instruction and Assessment Community Surveys Expand Work Exper. Equip. & Prog. Modification. Part D; Inservice Training; Support for Model Program	Title II: Part A — Equipment & Curriculum Modifications Staff Title II: Part B — Inservice Training, Curricular Dev. Program Improvement, Innovation and Expansion	Voc. Eval. Services Work Adjustment Srvs. Voc. Training includ. books and other mat., counseling. Physical Restoration Placement OJT Follow-up Post Employment Srvs. Targeted Jobs Tax Credit	Job Search Assist. on Job Training Customized training when employee Pre-Apprenticeship Program Follow-up services	Sheltered Employment Services. Prevocational Experiences. Transition Programs to Community Curricular & Equip. Modification. [illegible] Materials and supplies

DEFINITION OF TERMS

Block Schedule - A method of scheduling handicapped students who require a greater level of assistance into a specific block of a vocational education instructor's schedule.

Certificate of Achievement - The terminal document awarded handicapped students in the alternative to regular placement program, upon completion of 12 years in school and satisfactory accomplishment of 70% of the annual goals established in their Individualized Education Program (IEP).

Consortium - A combined effort of two or more parishes to provide student services, through a cooperative delivery model that addresses common goals and objectives. The consortium is an entity in itself which develops programs, generates funding, hires staff, and establishes policies for its operation and delivery of services. One parish agrees to serve as the fiscal agent, and letters of support and agreement to participate are provided by all participating parishes.

Eligible Recipient - A local education agency or a postsecondary educational institution (Louisiana 5-year Vocational Plan, 1983-87).

Equal Access - Qualified students, applicants, or employees will not be excluded from any course or activity because of age, race, creed, color, sex, religion, national origin, or qualified handicap. All students have equal rights to counseling and vocational training.

Matching Funds - Funds supplied from local or state monies to equal federal monies on a dollar-for-dollar basis.

Resource Room - A type of alternative setting for special education delivery of services where no students are enrolled more than three hours per day (adapted from Bulletin 1706).

Set-aside Funds - A portion of funds mandated for targeted purposes by the funds originator.

Support (Special Education) - As used by the Office of Special Educational Services, this term usually applies to the assistance provided by Pupil Appraisal staff to nonhandicapped students in the regular program.

Support (Vocational Education) - As used by the Office of Vocational Education, this term encompasses additional aids afforded handicapped students so as to enable them to function more successfully within an approved vocational program.

Vocational Certificate - A certificate currently awarded to a student through individual Vocational Technical Schools or Centers for completion of an approved course of study and demonstration of practical skill in a specific vocational training area.

Vocational-Technical School - One of the 52 state operated postsecondary, vocational training schools located throughout Louisiana. Varied course offerings provide students with a wide array of skill training options.

Work Experience - Special education program which coordinates actual work experiences and related classroom instruction. Students participating must be of legal work age (16-21 years).

The following represents some of the common terms used by the Department of Health and Human Resources, Division of Vocational Rehabilitation Services, 1983.

Caseload Statuses - There are 14 classifications under the caseload status coding structure beginning with 02 and ending with 32 (code 04 is excluded). Following is a brief description of each status.

Status 02 - Applicant - As soon as an individual signs a document requesting Vocational Rehabilitation services, he is placed in Status 02 and is designated as an applicant. While in Status 02, sufficient information is developed to make a determination of eligibility (Status 10) or ineligibility (Status 08) for Vocational Rehabilitation services, or a decision is made to place the individual in extended evaluation (Status 06) prior to making this determination.

Status 06 - Extended Evaluation - An applicant is placed in this status when a counselor has certified him for extended evaluation. Individuals placed into this status may be moved from this status to either Status 10 (accepted for VR) or Status 08 (not accepted for VR) at any time within the 18-month period allowed to complete the eligibility determination.

Status 08 - Closed from applicant or extended statuses - This status is used to identify all persons not accepted for Vocational Rehabilitation services, whether closed from applicant status (02) or extended evaluation (06).

Active caseload statuses - An individual who has been certified as meeting the basic eligibility requirements is accepted for Vocational Rehabilitation, designated as an active case, and placed into Status.

Status 10 - Individualized Written Rehabilitation Program (IWRP) development - While in this status, the case study and diagnosis are completed to provide a basis for the formulation of the IWRP. The individual remains in this status until the rehabilitation program is written and approved.

Status 12 - Individualized Written Rehabilitation Program (IWRP) completed - After the IWRP has been written and approved, the client is placed into Status 12 until services have been actually initiated.

Status 14 - Counseling and Guidance Only - This status is used for those individuals having an approved program which outlines counseling, guidance and placement as the only services required to prepare the client for employment.

Status 16 Physical or Mental Restoration - Clients receiving any physical or mental restoration services (e.g. surgery, psychiatric treatment or being fitted with an artificial appliance) are placed in this status until services are completed or terminated.

Status 18 - Training - This status is used to identify persons who are actually receiving academic, business, vocational or personal and vocational adjustment training from any source.

Status 20 - Ready for Employment - A client is placed into this status when he has completed preparation for employment and is ready to accept a job but either has not yet been or has been placed.

Status 22 - In Employment - When an individual has been prepared for, been placed in, and begun employment, he is placed into Status 22. The client must be observed in this status for a minimum of 60 days before the case is closed/rehabilitated (Status 26).

Status 24 - Service Interrupted - A person is recorded in this status if services are interrupted while he is in one of the Statuses 14, 16, 18, 20 or 22.

Active Caseload Closure Status - A client remains in the active caseload until completion of the IWRP or case is terminated. Closures from the active caseload are classified in one of the following categories:

Status 26 - Rehabilitated - Active cases closed rehabilitated must, as a minimum, (1) have been declared eligible for services, (2) have received appropriate diagnostic and related services, (3) have had a program for Vocational Rehabilitation services formulated, (4) have completed the program, (5) have been provided counseling, and (6) have been determined to be suitably employed for a minimum of 60 days.

Status 28 - Closed Other Reasons After IWRP Initiated - Cases closed into this category from Statuses 14 through 24 must have met criteria (1), (2) and (3) above, and at least one of the services provided for by the IWRP must have been initiated, but for some reason one or more of criteria (4), (5) and (6) above were not met.

Status 30 - Closed Other Reasons Before IWRP Initiated - Closures from the active caseload placed into Status 30 are those cases which although accepted for Vocational Rehabilitation services, did not progress to the point that rehabilitation services were actually initiated under a rehabilitation plan (closures from Statuses 10 and 12).

Status 32 - Post-employment - Persons previously rehabilitated are placed into this status while in receipt of postemployment, follow-up or follow-along services devoted to helping the client maintain employment.

Active Caseload - The number of cases in the active statuses (10 to 30).

The following grade/age equivalents were developed in reference to information contained in the Basic Skills Testing Manual, Louisiana Department of Education, 1982.

Grade/Age Equivalents

Grade	Ages
K	5 through 8
1	6 through 9
2	7 through 10
3	8 through 11
4	9 through 12
5	10 through 13
6	11 through 14
7	12 through 15
8	13 through 16
9	14 through 17
10	15 through 18
11	16 through 19
12	17 through 22

SUGGESTED MINIMUM COMPONENTS FOR APPROVAL OF JUNIOR HIGH PREVOCATIONAL/SECONDARY SPECIALIZED VOCATIONAL PROGRAMS

Applications for the approval of career and specialized vocational training programs for exceptional students should be submitted to the Office of Special Educational Services, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.

It is suggested that all requests for approval of specialized career/vocational training and transitional programs for the handicapped include the following components:

1. A statement of purpose that includes a description of the kinds of students to be served
2. Results from surveys of training needs, employment opportunities, as well as student needs and interests
3. A listing of program goals
4. A curricular outline of areas or topics to be covered. The following is a suggested format for modified curricula. (Each component should be carefully considered and should represent the minimum major steps necessary to provide a quality learning experience for the targeted groups of handicapped students.)
    - a. Introduction and rationale
    - b. Course outline
    - c. Course content
        - (1) time schedule
        - (2) general goals and objectives
        - (3) specific objectives and learning activities
        - (4) instructional strategies
    - d. Support services
    - e. Evaluation procedures
5. Performance standards by which students will be assessed and evaluated on an ongoing basis
6. A narrative description of general health and safety procedures to be followed

7. Written criteria for admission to a course or program sequence
8. A description of the training location(s)
9. Identification of materials and tools needed during the course or program sequence
10. Rationale and description of the program and the accommodations to be provided to enhance students' ability to complete the program(s)
11. Assurance that there are job placement possibilities in the local area
12. Skills presented and equipment used in the course generalized or comparable to those used in business and industry
13. Budget
14. Personnel serving the program and information regarding their qualifications and experience
15. Description of advisory committee activities and member representation
16. Inclusion of coordination efforts with other funding and support agencies, e.g., vocational rehabilitation, adult providers; JTPA PIC Councils
17. Public relations and community involvement

The following list explains the required criteria for the approval of elective courses to be added to LEA's program of studies: (Revised Bulletin 741, 1984; 1.105.35; Louisiana Department of Education, Office of Academic Program)

1. A school system choosing to add an elective course to its program of studies shall apply to the Director of the Bureau of Secondary Education, State Department of Education, at least 60 days prior to the anticipated date of implementation.
2. The Director of the Bureau of Secondary Education shall determine, from the information submitted, whether or not the course is approved and so notify the applicant.
3. Elective courses designed specifically for special education students shall also be approved by the Office of Special Educational Services.
4. The application for an elective course shall be signed by the principal and superintendent and shall contain the following information:

a. detailed outline of course content
b. units of credit to be granted
c. detailed course objectives and how they shall be measured
d. qualification of the instructor
e. when the course is to begin
f. approximate number of students

The following suggest the content for the description of elective course to be added to an LEA's program of study for handicapped students: (Louisiana Department of Education, Office of Special Educational Services, Bureau of Program Specialists, 1985)

1. **Detailed Outline of Course Content:**

    a. **statement of program purpose**
    b. **list of program goal(s)**
    c. **detailed outline of course curriculum**
    d. **description of health/safety procedures**
    e. **description of the training location**
    f. **general description of materials, supplies, tools and equipment necessary for instruction**

2. **Units of Credit to be Granted:**

    a. **amount of credit to be earned per one hour course each semester**
    b. **total amount of credit to be earned over an extended period (i.e., 4 years)**

3. **Detailed Course Objectives and How They Shall Be Measured:**

    a. **detailed list of course objectives**
    b. **evaluation criteria for each objective**
    c. **minimum criteria for admission to the course**
    d. **minimum competencies for completion of the course**
    e. **description of course modifications to accommodate the individual needs of handicapped students including: curriculum, instructional method, time, test administration, adapted equipment, special materials, and aides**

4. **Qualifications of the Instructor:**

    a. **years of educational experience with handicapped students**
    b. **areas of certification**
    c. **number of years of experience in program area or related field of study**

5. When the Course Is to Begin:

   a. first semester school year ________
   b. second semester school year ________
   c. extended school year ________

6. Approximate Number of Students:

   a. number of student projected to be enrolled each semester
   b. description of the students to be served (exceptionalities)
   c. rational for student placement in this particular program, elective course, verses placement in a regular educational course of study

JUNIOR HIGH LEVEL
PROGRAM MODELS AND CURRICULAR STRATEGIES

The major components of any effective prevocational program should include the following curricular areas: a) Career Orientation, b) Work Adjustment, c) Job Skill Simulation, and d) Work Experience and Job Shadowing.

Career Orientation

Career Orientation generally begins at the junior high school level in grade 7 and continues through grade 8 or until it becomes necessary for the student to make curricular choices before entering high school and advanced work training programs. Career orientation provides the student with opportunities to develop a more mature perception of his self-concept, occupational interests, aptitudes, and choices. Emphasis is placed on experiences that allow the student ample opportunity to become familiar with a wide variety of career areas while participating with employees from those career fields.

The curricular format of a career orientation program should not be limited to specific, isolated job opportunities. It should include a variety of job opportunities within related career clusters, correlating specific competencies developed within a comprehensive job field.

Curricular Suggestions

The following career orientation units are suggested as representative of career clusters which may be appropriate for handicapped students to explore at the junior high school level:

1. Automotive Mechanic
2. Construction
3. Ecology
4. Horticulture
5. Communication
6. Oil Field Service
7. Food Service
8. Health Occupations
9. Transportation
10. Industrial Maintenance

Other career areas and/or job clusters should be added depending on student interest, aptitude, and the availability of jobs within the community and surrounding areas. A community job market survey would yield a realistic collection of available jobs for a given student population.

Work Adjustment

Work adjustment refers to the student's development and demonstration of appropriate work-related behaviors, attitudes, interpersonal skills, co-worker relationships, and job competencies. It includes the student's ability to accurately identify his personal qualities as perceived by him and others. At this stage, students begin to examine their personal abilities, preferences, work attitudes, and skills in jobs they want to explore.

Curricular Suggestions

The following represents basic suggested curricular components (Missouri, 1982):

1. Attitudes Toward Self, Others, and Work
    a. Holds competence and achievement in high regard
    b. Seeks personal fulfillment through achievements
    c. Values work for personal and community goals
    d. Identifies the need for independent and group work activities
2. Effective Work Habits
    a. Assumes responsibility for personal behavior
    b. Adapts to varied conditions, work policies, and regulations
    c. Maintains good health, grooming, attendance, and punctuality
3. Basic Skills Useful in Careers
    a. Demonstrates functional work-related academic skills
    b. Demonstrates adequate communication skills
    c. Demonstrates useful manual/perceptual skills
    d. Demonstrates information processing and decision-making skills
    e. Demonstrates appropriate interpersonal skills
    f. Demonstrates basic entry-level employment skills

4. Prepares for Making Career Decisions

a. Is aware of personal characteristics relevant to career decision

b. Explores the characteristics and requirements of different careers and occupations

c. Relates personal characteristics to occupational requirements

d. Plans for further career training development and/or change

e. Demonstrates job readiness skills including competencies in job search, resume development, and interviewing

Individuals who make good occupational adjustments are those who get along well with their co-workers, have high job interests and the desire for adequate performance, are dependable, and have the ability to deal with constructive criticism.

When an individual experiences difficulty in maintaining a job, it may be due to inadequate social and interpersonal interaction with others. In most cases, when an individual is dismissed from a job, it is not because of his failure to perform the work skills required, but rather his failure to adequately cooperate with supervisors and other employees.

How to teach job reliability, employer cooperation with co-workers, and dependability is not clearly defined. However, we can assume that unless we have consistently used every opportunity to explain and demonstrate these qualities and to call attention to how their absence can negatively affect one's job success, we have not fulfilled our obligation to the student preparing to enter employment.

Job Skill Simulation

Job Skill Simulation programs refer to career orientation experiences which focus on activities designed to closely resemble or "simulate" activities that would be experienced in the real work world. Such a program should include all the basic skills which are common to a specific job or career cluster and are relative to tool application and a finished product. Tasks performed should be staged within as many environmental circumstances as are normally encountered on the actual job site. The various basic tools used to complete the tasks should also be introduced and/or applied. Work samples can be developed for student orientation, motivation, and/or aptitudes. Sample activities of work provide the student with both general and specific tasks required within any given job area.

Cuurriculum Strategies

The following represents ssuggested curricular areas in which emphasis would be focused on job skkill simulation:

1. Basic Tools
    - a. Identification
    - b. Basic use
    - c. Application in woorld of work
    - d. Adaptation for inadividual limitations
2. Tool Terminology
    - a. Survival and safesty
    - b. Application
    - c. Operation
3. Safety Skills
    - a. Tool
    - b. Shop
    - c. Equipment
    - d. Environmental
4. Work Samples
    - a. Scale models
    - b. Finished products
5. Evaluation
    - a. Work samples
    - b. Demonstrations
    - c. Written tests
    - d. Oral tests

The curriculum taxonomy should be expanded as appropriate to meet the individually identified training needs of handicapped students.

Work Exploration/Job Shadowing

Work Exploration and Job Shadowing provide the student with opportunities for realistic work experiences through visits to actual job sites, including observation and/or participation activities. Work exploration is a brief, nonpaid work experience generally designed to provide participants with an orientation to the work world within a specific job family. The student is primarily an observer and may participate in work tasks for the purpose of increasing general career understanding. The duration of such experiences is normally short term and may involve only a few hours or days at a site.

Job Shadowing provides the student with opportunities to observe a variety of workers to analyze work settings, study the task to be performed, find out the training requirements, etc. Such experiences are for short periods, usually one to three days.

Through participation in these programs, students have an opportunity to develop a basic appreciation of work that is both realistic and positive. This is an excellent activity through which handicapped students can observe actual work performance, interview and discuss job tasks with workers, and gain knowledge about the basic use of tools and equipment.

Curriculum Suggestions

The work exploration curriculum should include information regarding the many facets of a job, providing the students with a global view of career options. This will further allow students to experience all aspects of chosen occupational areas. The basic components should include, but not be limited to, the following enabling objectives:

1. Effectively Uses Occupational Resources
    a. Explains how career information can benefit occupational decisions
    b. Identifies resource tools to aid in career knowledge
2. Demonstrates Career Awareness
    a. Increases occupational knowledge
    b. Identifies occupations within career clusters
    c. Makes initial career choices

3. Evaluates Identified Career Interests
    a. Explores occupational clusters to verify career interests and aptitudes
    b. Evaluates own work attitudes, values
    c. Identifies special abilities and limitations
4. Explores Community Work Exploration Sites
    a. Engages in assigned on-the-job exploration activities
    b. Follows job regulations and policies
    c. Interviews co-workers to increase career knowledge
5. Demonstrates Job Coping Skills
    a. Follows directions
    b. Completes tasks within established timelines
    c. Completes tasks according to job specifications
6. Demonstrates Appropriate Work Behaviors/Attitudes
    a. Attends work regularly
    b. Understands the importance of punctuality
    c. Relates positively to supervisors and co-workers
    d. Demonstrates both independent and group worker traits.
7. Relates Work Experiences to Career Choices
    a. Identifies necessary work-related academic skills
    b. Identifies necessary prerequisite vocational skills
    c. Redefines future career goals based on current knowledge and counseling

8. Prepares to Enter Available Work Training Program Options

    a. Identifies types of available training programs such as work adjustment, alternative vocational education, vocational/technical, and others

    b. Selects related academic and work training programs

    c. Enrolls in work exploration program

9. Demonstrates Work Readiness Skills

    a. Compiles resume'

    b. Fills out job application

    c. Role-plays job interview

10. Obtains Various Work

Exploration Positions

    a. Demonstrates the ability to succeed on the job

    b. Demonstrates basic tool and equipment use

    c. Demonstrates basic work survival and safety skills

    d. Makes future work and/or work training decisions based on experience, interests, and aptitudes

Suggested Activities

The following are suggested prevocational program activities to be considered in the development of a comprehensive program (Alabama, 1982).

1. Introduce career opportunities through video and film presentations.

2. Describe life goals, preferred job or career, hobbies, and interests.

3. Communicate in writing some positive feelings about school and work.

4. Explain how change applies to jobs in the world of work.

5. Evaluate previous educational development in work preparation skills.

6. Communicate in writing a summary of previous work experiences.

7. Determine and list the jobs presently and previously held by family members.

8. Transfer the knowledge of jobs studies to similar jobs.

9. Transfer knowledge from classroom or exploratory job studies, generalize to similar local jobs.

10. Transfer knowledge from classroom or exploratory job studies, generalize to similar area or state jobs.

11. Transfer knowledge from classroom to exploratory job studies, generalize to similar nationwide jobs.

12. Research a job and list its opportunities for advancement.

13. Research a job and describe its employment trends.

14. Identify and list the abilities and interests required of workers for a given job.

15. List the career training requirements for a given job.

16. Research and describe the conditions under which the work must be performed for a given job.

17. Identify some of the typical tasks for a given job.

18. For jobs within areas of interest, determine starting salaries or wages.

19. Use the resources of the local employment office to find job openings.

20. Given access to workers in a selected job, interview them to determine satisfactions and dissatisfactions.

21. Interview selected employers to determine expectations for workers.

22. Develop a tentative career plan which outlines goals for the future, proposed activities, available resources, and dates for achievement of goals.

23. Prepare a personal data sheet to include personal information, education, work experience, hobbies, and other activities.

24. Determine the length of training required for a selected job.

25. Describe the apprenticeship requirements for a selected job.

26. Describe the special preparation for a specific job.

27. Describe the general education background required of a person who is employed in a selected job.

28. List the names and addresses of several vocational or technical schools which offer courses leading to jobs of interest.

29. For a job of interest, find a community or junior college which offers courses preparing people for the job.

30. Identify armed forces courses leading to jobs of interest.

31. Identify colleges or universities which offer courses leading to jobs of interest.

32. List local courses which offer some preparation for a job of interest.

33. Determine the training cost for a job of interest.

34. Determine the entrance requirements for entry-level training programs in colleges and vocational/technical schools.

35. Write a job application letter.

36. Fill out a job application form.

37. Participate in a job interview.

38. Complete an application for a Social Security number.

39. Write a resume' or personal data card.

40. Write a positive statement on work attitudes.

41. Describe a positive attitude toward teachers, students, and others.

42. Explain supply and demand as it pertains to the community.

43. Identify some of the factors which influence success and failure on the job.

44. Explain the contributions of personal work production.

Culminating Activities

The following are culminating activities which enhance a prevocational program:

1. Throughout the year selected workers can be invited to visit each class and present informal talks about their jobs.
2. Use the public address system or closed circuit television system to present short skits about the different careers to be studies.
3. Hold informal coffee/punch hours with pupils and their parents, workers, and the guidance counselor.
4. Help each community resource volunteer make his presentation interesting through the use of charts, posters, slides, demonstrations, and role playing.
5. Relate different careers to various subject areas of curriculum. For example, a dispatcher needs to use language. Relate this to developing good communication skills while in school.

In work training programs, the instructional objectives and activities should reflect student interests and aptitudes, in addition to correlating prevocational offerings with available vocational courses in the school system. The prevocational program should maintain a balance between classroom instruction, work-related academics, career orientation, work adjustment activities, simulated hands-on training, work exploration, work experience, and actual preparation in prerequisite entry level vocational skills.

The key to a successful prevocational program is to provide the student with a comprehensive variety of experiences in interrelated career orientation, exploration, and preparation. Through participation in such experiences, the student will develop a firm career foundation upon which to establish occupational goals and to make future vocational training choices.

HIGH SCHOOL PROGRAM MODELS AND STRATEGIES

There are a variety of career-vocational education programs in Louisiana that serve the mild, moderate, and severely handicapped effectively. While the following gives what is currently offered, it is anticipated that LEAs and parishes will develop innovative strategies and programs to enhance their existing services.

1. Placement of Special Education Students in Regular Vocational Programs with No Support. The general vocational course offerings are as follows:

    a. Agriculture/Agribusiness

    b. Business Education

    c. Home Economics

    d. Industrial Arts

    e. Marketing Education

    f. General Cooperative Education

    g. Trade and Industry Education

    h. Health Occupations

The reader is referred to Bulletin 741, Handbook for School Administrators, for a complete listing of course offerings in Vocational Education.

2. Placement of Students in Regular Vocational Programs with Modifications. This option necessitates the cooperation of the special education instructional and support staffs to assist the vocational instructor in developing strategies to effectively integrate the special education student in his vocational programs. The following programming strategies are generally considered:

    a. A certified special education teacher assigned to a resource room may assist the vocational instructor(s) of handicapped students by providing appropriate instructional strategies, curricular modifications, and remediation techniques for individual students.

b. Aides may be assigned to the vocational instructor to provide assistance to special education students integrated into the program. Funds for aides are generated through the Minimum Foundation Program (MFP) for students enrolled in self-contained special classes.

c. Equipment Adaptations. Special protective devices may be installed in vocational training areas to maximize safety. Examples might be adding shields for cutting tools or making specific jigs to facilitate the handicapped student's participation.

d. Time/Credit Modification. A one-year course may be extended over an additional semester or two so the special education student can complete course requirements for full credit. In other situations the student may be allowed to complete specific units within an area for partial credit.

3. Separate Programming. Special education students may be placed in separate modified vocational programs or alternative programs with vocational instructors at the high school, area vocational centers, or vocational/technical school. Parishes that have very few handicapped students may want to pursue cooperative agreements to do this.

4. Block Scheduling. Special education students can be scheduled in blocks with regular vocational teachers for one or more periods per day.

5. Community-Based Training Programs. These programs can be established to vocationally train special education students either in a "no pay" or "paid" situation.

6. Cooperative Vocational Education Programs. These programs may be used if approved vocational education standards are met.

7. Combined Programs. With prior approval, small parishes may consolidate pupils and programs to meet minimum student/teacher ratio requirements.

8. Special Education Work Study Coordinator or Resource Teacher. Assigned as an itinerant teacher (funded by Minimum Foundation Funds) to parishes for the purpose of expanding vocational training through job placement. This option would assist the rural parishes in developing sites for vocational training.

MATCHING STUDENTS WITH JOB SITES

Work site must be a true extension of the school's instructional program if it is to benefit the student. Harmonious relationships must exist between the two. If a spirit of learning is to be the fundamental objective, work sites must be chosen with extreme care. Student's needs, interests and aspirations are the most important consideration. Occupational criteria to be considered when placing a student at work site should be considered by asking these questions:

1. Will the job be compatible with the student's interest?
2. Will the job be challenging but not beyond the student's capabilities?
3. Will sufficient learning take place to be worthy of the time and effort expended in learning the job?
4. Is there evidence that promotion and advancement are possibilities for the learner?
5. Is the reputation of the employer in the community respectable?
6. Will desirable work practices and standards be learned?
7. Is the wage scale comparable to other similar jobs in the community?
8. Does the business exhibit favorable relationships with other employers, customers and clients?
9. Are the working conditions and the employer's concern for employees favorable?
10. Does the business exhibit financial stability?
11. Does the business support community activities?
12. Is the working environment of good ethical standing?

Working conditions, too, are very important to the success of the student's learning experience. Some working conditions to consider when selecting suitable work sites are:

1. Convenient location from the student's home and the school
2. Healthful and safe surroundings
3. Working hours which also allow for sufficient study time, free time, and rest
4. Adequate working facilities and equipment in order to do the job efficiently and effectively
5. Complies with local, state and federal labor regulations regarding wages, hours, working conditions, insurance, and hazardous occupations

The above policies and procedures may be deviated from based upon the needs of the individual and approval from the proper authority.

PROGRAM MODELS

The following projects are examples of what various agencies have implemented for handicapped students. These models are included to assist LEA personnel with ideas for programs.

I. AGENCY:	**Louisiana Department of Education** **Office of Vocational Education**
TITLE:	Specialized Work Training Programs Grades 9-12 Louisiana Plan for the Administration of Vocational Education (F.Y. 1983-1987)
TARGET POPULATION:	All disabilities
AGE GROUP/ PROGRAM LEVEL:	Grades 9-12, C.A. 16-21
PROGRAM INFORMATION:	Specialized Work Training Programs, according to the Louisiana plan for the Administration of Vocational Education, FY(s) 1983-87, Handicapped Section, refer to instructional settings for the handicapped implemented outside of the regular and/or alternative school campus. These "specialized" settings are tailored to provide the student with specific skill training, available in a variety of community-based job training sites, such as the work adjustment programs operated by the Offices of Vocational Rehabilitation, Vocational Education, Special Education, and the parish school system. Special education work experience training programs and interschool system agreement programs are provided when the specialized needs of an individual student cannot best be met within the home school system. Vocational Technical Schools, Day Developmental Training Centers, Sheltered Workshops, and Work activity Centers facilitate the delivery of specialized work training programs for handicapped students.

Specialized Work Training Programs

The following list provides a brief explanation of some of the specialized training options currently being offered to handicapped individuals throughout the nation. These training options are generally offered and operated by offices other than the Office of Vocational Education. A more detailed description of such programs is available from several sources including those suggested in the following:

1. Work Observation - A brief, nonpaid experience at a work site designed to provide participants with an orientation to the working world or to a specific job training area. The student is primarily an observer and may participate in some tasks to increase career understanding. The duration of such experiences is generally very short and may involve only a few hours up to one day. Such programs are generally offered through Special Education.

2. Work Exploration - A paid or nonpaid experience at a work site designed to provide an individual with opportunities to perform tasks closely related to a specific job. Such experiences vary in duration from one day to several weeks. Such programs are generally offered through Special Education.

3. Work Activity - A program designed to provide behavioral interventions and therapeutic and career awareness activities to handicapped workers functioning primarily within a beginning prevocational skill level. Such programs are generally offered through offices of Special Education and Mental Retardation.

4. Work Adjustment - A program designed to provide individuals with training in appropriate work skills, attitudes, habits, and interpersonal interactions which are common to all work settings (e.g., co-worker relationships, dependability, punctuality, work tolerance, etc.). Such programs are generally offered through the Offices of Special Education, Vocational Rehabilitation, and Vocational Education.

5. Work Experience - A program designed to provide individuals with part-time employment and work training during part of the school year. Related classroom instruction and counseling may be included with emphasis placed on the development of general employable skills. The duration of such work training is generally long term, from a semester to a full school year. Such programs may sometimes be referred to as work study or on the job training programs. Special Education, Vocational Rehabilitation, and Vocational Education each generate programs similar to these; however, various program titles may be commonly used.

6. Work Readiness - A program designed to provide participants with instruction and practice activities from development in career seeking skills (e.g., the application and interview process, etc.). Such programs are generally generated by Special Education and Vocational Rehabilitation.

7. Sheltered Workshop - A rehabilitation program operated by a nonprofit organization providing day work activity, work adjustment, work experience, and/or related behavioral intervention and therapy to handicapped individuals. Training periods vary from short- to long-term. The Offices of Special Education, Vocational Rehabilitation, and Mental Retardation offer such options.

Suggested Program Guidelines

The following program guidelines are suggested as basic considerations in the development, implementation, and evaluation of specialized work experience training programs. These prerequisites are suggested to assure the student a smooth transition from the school to the community work training setting:

1. The student has successfully completed a career education and/or prevocational training program; is currently enrolled in work training; and/or demonstrates basic, related skills and knowledge.

2. The student has received or is receiving classroom instruction in functional work-related academics specific to those that will be required at the training site.

3. The student demonstrates readiness for work experience training including, but not limited to, the following: cooperativeness, acceptance of supervision and constructive criticism, regular attendance, safety habits, adequate communication skills, positive co-worker relationships, good health and grooming, and the eagerness to participate in the program and to develop entry level skills in a specific career area.

4. The student's vocational interests and aptitudes have been determined through counseling and the identification of his individually assessed areas of strengths and limitations.

5. The student's vocational goals and objectives have been identified in his Individual Education Plan (IEP).

6. The student is being placed in the least restrictive educational environment which is best suited to meet his individually assessed educational needs.

7. The student has entered into a training agreement with the employer, work experience coordinator, school system, and the parents/guardians. Such an agreement sets forth the

responsibilities of each party and clearly defines the training objectives and expected outcomes.

Other considerations should be determined by student needs and the philosophy of the school system.

Specialized Work Training Programs

The following represents some of the basic, best practices to be considered in the development, implementation, and evaluation of specialized work training programs for the handicapped, especially those experiences involving work site placements:

1. Student Orientation: Site Selection
   - a. Determine student's career interests and aptitudes.
   - b. Identify worker's traits and select work experience sites.
2. Course Development
   - a. Review curriculum and program outlines.
   - b. Evaluate basic skills and academic needs.
   - c. Choose courses.
   - d. Select concepts, subcomponents, and interest areas.
3. Developing Activity Sheets
   - a. Place students at work experience sites.
   - b. Create and evaluate activity sheets.
4. Career Growth and Reinforcement
   - a. Initiate feedback activities in the career guide.
   - b. Initiate values activities in the career guide.
   - c. Initiate work experience site placement activities.
   - d. Participate in career growth ongoing activities.
5. Evaluation
   - a. Assess and update student program.
   - b. Provide maintenance and liaison for experience sites.

c. Initiate logistics and liaison.

d. Evaluate program.

e. Participate.

Suggested Community Work-Experience Training Areas

The possibilities for development of community work-experience training sites are limited only by the number of industries within any geographic area. Examples of various jobs that may be available within the community, including related task analyses, have been compiled for consideration in program development. The following suggestions are taken from the publication, "Model Occupational Training Plans and Job Specific Site Guides" (Iowa Community College, 1982):

The local community should be surveyed in order to obtain a list of jobs available in the immediate vicinity for those students not likely to move and/or be employed outside their domicile.

Auction Assistant
Bricklayer
Carpenter
Cashier Clerk
Cook
Darkroom Technician/Photographer Assistant/Negative & Print Finishing
Day Care Worker/Nursery School Attendant
Farm Equipment Mechanic
Floral Designer
Grounds Keeper
Housekeeping
Library Assistant
Parts Clerk
Plumber Apprentice
Secretary
Short Order Cook
Wastewater Treatment Plant Operator
Auto Body Repair
Cabinet Maker Apprentice
Carpet Layer
Computer Operator
Custodian/Janitor/Cleaner
Welder Helper
Day Care Helper
Electrician's Helper
Waitress/Waiter (informal)
Electrical Appliance Services
Farm Machinery Set-up Mechanic
Grain Elevator Clerk
Horticulture Worker
Laundry Worker
Off-Set Press Operator
Painter
Retail Sales
Shipping & Receiving Clerk
Stock Clerk
Teacher's Aide

II. **AGENCY:** Terrebonne Parish School Board
Special Education Department

TITLE: Self-Contained Half-day Alternative Vocational Program Grades 9-12

PROGRAM INFORMATION: Self-Contained Alternative Vocational Programs are referred to as Separate Vocational Education (self-contained) programs in the "Louisiana Plan for the Administration of Vocational Education, FY(s) 1983-87." The Handicapped Section of the state vocational plan further defines alternative programs designed to meet the needs of those students whose impairments are so severe as to preclude their success in a regular or mainstreamed vocational program. Handicapped students participating in such programs develop prerequisite skills for entry into regular vocational programs or to acquire entry-level skills.

It is also very important to note that identified handicapped students should be placed in regular vocational education programs to the maximum extent possible. A separate (self-contained) vocational education program may be established for the handicapped student only after it has been determined by the Individualized Education Plan (IEP) and other appropriate information, that the handicapped student cannot function in a regular vocational education program with special educational and/or supported services (Louisiana Vocational Education Plan FY(s) 1983-87, Handicapped Section). Such decisions should be documented for each handicapped student on the Least Restrictive Environment checklist and required to be on file with the local education agency (LEA).

Students who are participating in the alternative curriculum at the junior high and senior high levels and are receiving vocational skill training are the ones most likely to comprise the community's immediate work force. These students do not earn Carnegie units toward a high school diploma and are not engaged in a college preparatory curriculum; therefore, they would benefit from a curriculum which complements their identified vocational and consumer-oriented goals, and provides instruction in basic reading, computation, and other functional work-related academic skills. Such an educational program would more closely relate to their vocational pursuits and better prepare them for consumer and community responsibility.

Curricular Suggestions

The following suggests a sample of self-contained, alternative vocational program which correlates instruction in basic academics and life skills with a modified vocational curriculum. It offers an alternative pupil progression plan toward earning a Certificate of Achievement.

1. Basic Academic Remediation
    a. Job/skill related
    b. Development
2. Consumer/Career Co-curriculum
    a. Oral and written language
    b. Civic and social education
    c. Consumer education
    d. Job entry skills
3. Prevocational Skills
    a. Career awareness
    b. Work adjustment
    c. Simulated job skills
    d. Work exploration: job site and personnel resources
    e. Community awareness
    f. Safety awareness
4. Vocational Assessment
    a. Assessment of career knowledge
    b. Survey of vocational interests/aptitudes
    c. Evaluation of work abilities
5. Vocational Counselors/Special Education Facilitators
    a. Compilation and exploration of assessment data for students
    b. Occupational outlook information

    c. Community job survey

    d. Student advocate (liaison with teachers and community)

6. Modified Vocational Course Work

    a. Simulated program

    b. Community-based instructional program

    c. On-the-job training/work experience

Suggestions for a Self-Contained Alternative Vocational Program

Junior High Level

At this level, a one-hour remedial English course such as "Language for Living" may be offered as the first of four sequential special education alternative academic courses. Course activities and objectives should be correlated closely with the State Minimum Standards for the Mildly Handicapped. One hour of developmental skills and one hour of physical education could be offered as part of the half-day functional academic curriculum. When appropriate, eligible participating handicapped students, aged 15, could also be enrolled in alternative vocational courses offered at a local vocational technical school or a special vocational training center.

High School Level

Upon reaching age 16, the handicapped students enrolled in basic academic courses in self-contained classrooms at the high school level may enroll in the same kind of instructional program as that provided at the junior high level. More emphasis will be placed on the development of job-related skills and a higher level of consumer education. Alternative academic courses which may be included at this level are "Citizenship and Social Living Skills" (age 16), "Consumer Education" (age 17), and "Occupational Education" (age 18). The half-day academic schedule includes one hour of instruction in functional academic skills, alternative curricula, and physical education. Vocational training may be provided for the remaining half of the day as indicated above in addition to the provision of a vocational rehabilitative center for 16 year olds and above. Ultimately the students would be placed on-the-job, full- or part-time, for work experience.

Alternative Vocational Courses of Study

The following represent vocational courses which may be offered within an alternative program. Such courses are approved by the Louisiana Department of Education, Office of Vocational Education, and may include, but not be limited to, the following curricular areas:

1. Home Economics
2. Plumbing
3. General Business
4. Industrial Arts
5. Carpentry
6. Typing
7. Mechanics
8. Small Engines

The courses may involve modified time lines, allowing at least a two-year time span, so that students may adequately complete the general vocational requirements, as established by the State Department of Education, Office of Vocational Education. Enrollment in alternative vocational courses should be determined by student capabilities, interests, and aptitudes. The extent to which power tools and related activities are included will depend upon the development of adaptations and protective devices to support the handicapped student's involvement successfully and safely by vocational instructors in concert with special education staff.

Basic education and vocational training provide a more realistic vehicle toward developing self-sufficiency for the academically limited student and offer an effective alternative to regular education. Students should always be encouraged to participate in extracurricular activities within the school. A Certificate of Achievement, approved by the State Department of Education, may be awarded to the student as acknowledgement of completion of the alternative, vocational educational program. Successful completion of the program necessitates completion of 12 years in school and meeting a minimum of 70% of the program requirements, and annual goals, as stated in the IEP. A vocational transcript may also be prepared which lists the vocational competencies of the student in each course of study completed.

GOAL: To assure handicapped students, who will not earn a high school diploma, an appropriate alternative vocational program which will enable them to reach their optimum potential as productive citizens.

Suggested Objectives

The student will be able to . . .

1. Complete various work- and consumer-related forms and reports.

2. Demonstrate knowledge of basic civic- and job-related rights and privileges.

3. Exercise appropriate job-related behaviors and work habits.

4. Demonstrate proper use of basic tools in assigned vocational courses.

5. Complete assigned work samples according to established specifications.

6. Demonstrate basic knowledge regarding job opportunities and related incomes.

7. Demonstrate a basic knowledge regarding individual differences and job suitability.

8. Demonstrate use of functional work-related academic skills.

9. Demonstrate functional job readiness skills (job search, resume development, interviewing).

10. Prepare to enter the job market with entry-level job skills or to continue vocational training in available postsecondary programs.

Sample Self-Contained Alternative Vocational Program
Auto Mechanics Curriculum

The following is a sample of an approved alternative vocational curriculum for handicapped students in Louisiana.

Course I

COURSE CONTENT	TIME SCHEDULE
1. Introduction and orientation	1 week
a. School rules	
b. Shop rules	
2. Shop management	2 weeks
a. Shop organizational structure	
b. Interclassroom pay system	
c. Applying for jobs	
d. Shop safety	
3. Introduction to materials and equipment	2 weeks
a. Oils, greases, and cleaners	
b. Hand tools	
c. Power tools	
4. Use of tools (Benchwork)	2 weeks
a. Hand tools	
b. Power tools	
c. General safety	
5. Engine construction	6 weeks
a. Block and crank shaft	

    b. Piston and piston rods
    c. Valves and valve train
    d. Cylinder heads
    e. Manifolds

6. Principles of engine systems 6 weeks
    a. Cooling system
    b. Lubrication system
    c. Fuel system
    d. Electric system
    e. Engine system

7. Servicing engine systems 8 weeks
    a. Cooling system
    b. Lubrication system
    c. Fuel system
    d. Electric system

8. Servicing general autos 5 weeks
    a. Tires
    b. Wheel bearings
    c. Brakes

9. Cleaning auto 3 weeks
    a. Washing
    b. Vacuuming
    c. Waxing

Course II

COURSE CONTENT	TIME SCHEDULE
1. Automotive brake system 2. Automotive brake service a. Master cylinder b. Wheel Cylinders c. Brake lines d. Brake hoses e. Warning devices f. Brake shoes and linings g. Brake discs h. Brake drums i. Power brakes j. Brake overhaul k. Brake bleeding l. Trouble shooting	The instructional time factor will vary with the student's ability to master the skills.

2. Front wheel bearing service
3. Steering system
4. Servicing steering systems
    a. Steerage linkage
    b. Camber
    c. Caster
    d. Toe-in
    e. Power steering
5. Drive line
    a. Drive shaft
    b. Universal joints
6. Rear axles and differentials
7. Automotive springs and suspensions
    a. Coil spring
    b. Leaf spring
    c. Torsion bar suspension system
8. Preventive maintenance
    a. Engine lubrication
    b. Chassis lubrication
    c. Battery service
    d. Heat control valve
9. Engine tune up
    a. Spark plugs
    b. Points
    c. Condenser
    d. Distributor
10. Cleaning Auto
    a. Washing
    b. Vacuuming
    c. Waxing
11. Standard transmissions
12. Clutches
13. Clutch service

The course outline included here incorporates a four-year plan for supportive career-consumer academics which are taught in conjunction with vocational course(s) on a half-day basis. The sequential course can be taught in addition to developmental math, reading, and spelling.

Sample Correlated Academic Course Outline
(Four-Year Program)

Alternative Level -I (Age 15)

Course Title: Language for Living

Course Outline:

- I. Spelling Skills
    - A. Word Parts
        - 1. Word families (phonics)
        - 2. Rootwords
        - 3. Compound words
        - 4. Prefixes
        - 5. Suffixes
    - B. Spelling Demons
    - C. Functional Words Lists
        - 1. Dolch word lists
        - 2. Application vocabulary list
    - D. Use of Dictionary in Spelling
- II. Speaking and Listening Skills
    - A. Voice Quality
        - 1. Pitch
        - 2. Volume
        - 3. Projection
    - B. Grammar
        - 1. Subject-verb agreement
        - 2. Sentence structure
        - 3. Idioms
        - 4. Expressions
        - 5. Dialect

C. Public Address

   1. Readings
   2. Recitation
   3. Debate
   4. Preparation

D. Appropriate Language for Communication

   1. Peer-group
   2. Job-related
   3. Written language
   4. Interview
   5. Telephone manners
   6. Introductions

E. Impromptu Speaking

F. Group Discussions

G. Effective Speaking

   1. Confidence
   2. Preparation
   3. Inflections
   4. Persuasion
   5. Listening

H. Effective Listening

   1. Memory
   2. Sequence
   3. Notation
   4. Association
   5. Summary

III. Writing Skills

A. Penmanship

   1. Remediation
   2. Practice

B. Punctuation

1. Capitalization

    a. beginning of sentence
    b. proper nouns
    c. pronoun, I
    d. titles
    e. name of languages
    f. first word of quotations
    g. salutations of letters
    h. closure of letters
    i. calendar items

2. Sentence endings

    a. period
    b. question mark
    c. exclamation mark

3. Sentence within

    a. commas
    b. colons
    c. semicolon
    d. quotation mark

4. Words (apostrophe)

    a. possessives
    b. contractions

C. Sentences

1. Sentence parts

    a. subject
    b. predicate
    c. direct and indirect objects
    d. phrases
    e. participles

D. Paragraphs

1. Topic sentence
2. Supporting sentences
3. Summation sentence

E. Notation

    1. Copying
    2. Memory
    3. Dictation
    4. Survey lists
    5. Inventory
    6. Messages

F. Outlining

G. Letter Writing (business and personal)

    1. Return date
    2. Address
    3. Salutation
    4. Body
    5. Closing
    6. Signature
    7. Envelope preparation

Alternative Level - II

Course Outline:

I. American Government, Foundations of

    A. Early Settlements

    B. From Jamestown to 1776

    C. The First Government of the United States

    D. The Constitution

II. American Democracy

    A. Origin

    B. Description

    C. Rights of the People in Democracy

    D. Civil Rights According to the Constitution

III. American Politics

    A. Party Systems

        1. Democratic party
        2. Republican party
        3. Third parties

B. Elections

1. Local

a. registering to vote
b. local voting precincts
c. local elected officials

2. State

a. the candidates
b. campaigns
c. offices

3. Federal

a. electoral votes
b. the convention

IV. Government

A. Branches of Federal Government

1. Judicial branch
2. Executive branch
3. Legislative branch

B. Organization of Congress

1. The House
2. The Senate
3. Passage of a bill

C. Revenue and Taxation

D. Social Security

E. State Government

1. Elected offices
2. The legislature
3. Taxes

F. Local Government

1. City offices
2. Parish offices
3. Taxes

V. Civic Responsibility

- A. Home and Family
  1. Economic support
  2. Moral and spiritual development
  3. Educational growth
- B. Community
  1. Neighborhood
  2. School
  3. Voting privilege
- C. Country
- D. The Law

VI. Our System of Justice and Law

- A. The Judicial System
- B. Equal Justice Under the Law
- C. From Arrest to Verdict
- D. You and the Law
  1. Juvenile delinquency
  2. Misdemeanor
  3. Felony
  4. Petty larceny
  5. Grand larceny
  6. Disorderly conduct
  7. Assault
- E. Language of the Law

VII. Our Economic System

- A. Freedom of Choice
- B. Free Enterprise
- C. Money and Banking
- D. Protection for the Consumer
- E. Economic Cycle

VIII. Foreign Policy

IX. Careers in Government

Alternative Level III (Age 17)

Course Title: Consumer Education

Course Outline:

I. Consumer Reading

   A. Reading the Newspaper

      1. Directory
      2. Sections

         a. want ads
         b. employment
         c. theatre
         d. sports
         e. society

   B. Magazines and Catalogs

      1. Advertisements
      2. Ordering Information
      3. Propaganda Techniques

   C. Use of Library

   D. Use of References

      1. Dictionary
      2. Encyclopedia
      3. Building directory
      4. Telephone book
      5. Public records
      6. Consumer reports
      7. Highway map

   E. Safety Rules and Vocabulary

      1. Signs
      2. Traffic lights
      3. Elevators
      4. Escalators
      5. Labels
      6. Wilson's Essential Vocabulary list

F. Buying Guides

1. Abbreviations of labels
2. Maintenance and care instructions
3. Fabric composition
4. List of ingredients
5. Nutritional values
6. Warranties
7. Metric Labels
8. Warnings
9. Expiration date

G. Applications and Policies

1. Public service forms
2. Job applications
3. Post office forms
4. Income tax--short form
5. Credit applications
6. Banking forms
7. Leases
8. Mortgages
9. Insurance policies

H. Reading Your Bills

1. Net amount due
2. Gross amount due
3. Net 30 days
4. Interest rate
5. Balance
6. Past due
7. Collection notice
8. Discontinuation of services

II. Consumer Math

A. Time and Wage Problems

1. Hourly wage
2. Base wages
3. Overtime

B. Income

1. Gross
2. Net
3. Fixed pay
4. Varied pay

C. Comparative Shopping

1. Wholesale
2. Retail
3. Discount
4. Sales
5. Cost and volumes
6. Quality vs. quantity
7. Propaganda

D. Financing

1. Down payment
2. Percentage rate
3. Payment schedules
4. Finance charges
5. Receipts
6. Bill of sale

E. Measurement and Money

1. Price per unit of measure
2. Volume discount
3. Comparing prices

F. Taxes

1. Federal income
2. State income
3. Local property
4. Sales tax

G. Paying Your Bills

1. Utilities
2. Fixed notes
3. Subscriptions
4. "Balloon notes"

H. Budgeting

1. Fixed liabilities
2. Priority spending
3. Allowances
4. Saving for the future

I. Gauges

  1. Gas mileage
  2. Thermometer
  3. Speedometer
  4. Utility gauges

J. Banking Math

  1. Checking accounts
  2. Savings accounts and interest rate
  3. Balancing check book

III. General Consumer Skills

A. Apartment and House Hunting

  1. Renting
  2. Leasing
  3. Buying
  4. Location consideration

    a. school
    b. job
    c. shopping area
    d. traffic
    e. crime area
    f. waterways
    g. city disposal area
    h. public transportation

  5. Sharing an apartment

B. Transportation

  1. Public transportation
  2. Buying and operating a car

    a. used
    b. new

  3. Commuting
  4. Car pooling

C. Good Business Practices

1. Signing a contract

    a. home
    b. car
    c. appliances
    d. physicians

2. Budgeting
3. Paying the bills
4. Credit references
5. Savings accounts and investments

D. Discretionary Buying

1. Classified ads
2. Propaganda
3. Catalog buying
4. Understanding warranties
5. Paying your bills

    a. cash
    b. check
    c. money order
    d. credit cards

E. Insurance

1. Hospitalization
2. Life/accident
3. Renter insurance
4. Household/homeowners
5. Automobile
6. Income protection

F. Household Safety

1. Children and medicine
2. Reading labels and symbols
3. Electricity and appliances
4. Ventilation
5. Open flames
6. Neighborhood watch
7. Liabilities
8. Emergency procedures

G. Household Tips

1. Saving on electricity
2. Telephone use
3. Insulation
4. Caulking
5. Post-season sale
6. "Hints from Heloise"
7. Home repair guides

H. Buying Clothes

1. Comparative shopping
2. Reading the labels
3. Fads vs. styles
4. Secondhand clothing
5. Basic patterns for sewing
6. Post-season buying

I. Buying Food

1. Shopping

   a. buying guides
   b. reading the labels
   c. sticking to your list
   d. "eating in" vs. "eating out"
   e. food co-ops

2. Good Nutrition

   a. essential food groups
   b. fresh vs. canned items
   c. vitamin supplements
   d. additives
   e. graded food items
   f. expiration date

J. Consumer Protection Agencies

1. Federal

   a. Department of Agriculture
   b. Federal Trade Commission
   c. Food and Drug Administration
   d. Bureau of Standards

2. State

   a. Department of Agriculture and Markets
   b. Commerce Department

3. Local

   a. The Better Business Bureau
   b. Local Law Enforcement Offices

K. Public Service (Local and Parish)

1. Health Unit
2. Social Services
3. Financial services
4. Employment aid
5. Legal services
6. Criminal complaint offices

Alternative Level - IV (Age 18)

Course Title: Education

Course Outline:

I. Job Application Skills

A. Job Hunting

1. Newspapers
2. Bulletins
3. Employment
4. Direct contact

B. Application Forms

1. Pertinent information
2. Vocabulary

C. Job Interview

1. Appearance
2. First impressions
3. Attitude

D. Telephone Etiquette

E. Job Questionnaire and Tests

1. Aptitude tests
2. Preference tests

F. Resume

1. General format
2. Pertinent facts

II. Job Rules and Regulations

A. Attendance

1. Reporting procedure
2. Time clock
3. Tardiness

B. Safety

1. High risk areas
2. Dress regulations
3. Medication and drugs
4. Breaks
5. Caution signs and symbols

C. Dress Code

D. Health Rules

E. Uniforms

F. Leaves and Absences

1. Vacation
2. Authorized leaves

    a. maternity
    b. leaves of absence
    c. other

3. Illness

G. Job Confidentiality

1. Salary
2. Files
3. Products

H. Loyalty

I. Quotas

J. Contracts

III. Job Fit

A. Physical Factors

1. Age
2. General health
3. Sex
4. Allergies
5. Physique

B. Emotional Factors

1. Personality
2. Phobias
3. Stress factors
4. Time duration

C. Geographical Considerations

1. Home
2. School
3. Crime area
4. Transportation routes

D. Others

1. Related licenses
2. Driving skills/license
3. Criminal records
4. Related job skills
5. Education/training

IV. General Job Skills

A. Math

1. Wages
2. Sales tickets
3. Stocking/pricing
4. Cashier
5. Measurement

B. Related Vocabulary

C. Reading

1. Categorizing
2. Signs/symbols

3. Alphabetizing
4. Abbreviations

D. Writing/Spelling

1. Messages
2. Sales tickets
3. Reports
4. Credit card forms

E. Telephone Use

F. Etiquette

1. Introductions
2. Helping patrons
3. Paging
4. Discussing price
5. Discussing products

V. Job Relationships

A. Appearance

1. Hygiene
2. Appropriate dress
3. Eye appeal
4. Makeup
5. Hair
6. Style

B. Interpersonal Relationships

1. Personality
2. Confidentiality
3. Sharing
4. Trust

C. Employer/Employee Relationships

1. Dependability
2. Performance
3. Constancy

D. Reputation

1. Personal
2. Job related
3. References for the future

VI. Job Preparation

- A. Prerequisites
    1. Experience
    2. Certification
    3. Training/education
    4. Licenses
- B. Apprenticeships
- C. Basic Literacy Skills Tests
- D. Qualification Tests

VII. Job Opportunities and Benefits

- A. Advancement
    1. Salary
    2. Promotions
    3. Levels/class
- B. Travel
    1. Transfers
    2. Sales
    3. Promotions
    4. Expositions
- C. Insurances
    1. Workers' compensation
    2. Liability
    3. Group hospitalization
    4. Income protection
    5. Social Security
- D. Benefits

VIII. Worker's Rights

A. Labor Laws

1. Work week
2. Minimum wage
3. Working environment
4. Child labor
5. Overtime
6. Unemployment benefits
7. Safety standards
8. Equal opportunity

B. Contracts

C. Unions

1. Freedom of choice
2. Collective bargaining
3. Strike
4. "Right to work law"

IX. Career Exploration

A. Career Clusters

1. Research and activities
2. Role playing
3. Aptitude evaluations
4. Simulators

B. Resource Persons

1. Films
2. Demonstrations
3. Group discussions
4. Mentorships

C. On-Site Experience

1. Apprenticeships (variations)
2. On-site visitations
3. Part-time employment

X. Forms in Your Future (Practical)

A. Job Forms

1. Application for Social Security number
2. Job application form--office
3. Job application form--factory
4. Employee's withholding allowance certificate
5. Application for a union membership

B. Application to join the armed services (e.g., Navy, Army)

C. Banking

1. Application for a checking account
2. Making deposits
3. Writing checks
4. Monthly statement--checking account
5. Application for a savings account
6. Savings account deposit slip
7. Savings account withdrawal slip

D. Transportation

1. Application for a driver's license
2. Application for a car loan
3. Application for car insurance
4. Application for a gasoline credit card

E. Application for a Charge Account

F. Application for a Marriage License

G. Order Form--Mail Order Catalog

H. Insurance

1. Application for health insurance
2. Application for life insurance

I. Federal Income Tax Form

J. Voter's Registration Form

(Source: Goltry, M. Forms in Your Future, Learning Trends Publishers)

III. AGENCY: Louisiana Department of Health and Human Resources
Division of Vocational Rehabilitation Services

TITLE: None Listed

TARGET POPULATION: All disabilities

AGE GROUP/ PROGRAM LEVEL: Grades 9-12, C.A. 16-21

PROGRAM INFORMATION: This program model requires the involvement and team effort of educators, parents, students, employers, and interagency personnel.

The purpose of this model is to provide a guide for initiating a program to develop the employment skills of handicapped students. It is suggested that such a program be initiated at the ninth grade level. Training could continue through high school and transition into available postsecondary training program, or until a permanent job placement is secured. The career plan is to be jointly designed by professionals representing the public schools to include administrators, school counselors, and teachers of vocational and special education; vocational rehabilitation services supervisors and field services counselors; the student, and parents. Responsibility for the implementation of the plan rests with the local professional and includes specific components of services at various times. The plan must be functional and may be altered by agreement of the participants as conditions change and needs are identified.

A. General Guides

1. Parental permission is required for:

   a. Release of any information from one agency to another

   b. Any special testing/assessment by either agency

   c. Initial or change in student placement level

2. The school level representative (counselor, vocational facilitator or work experience coordinator) may refer a student enrolled at any grade level who:

    a. Is of legal age to work

    b. Is identified as a potential Division of Vocational Rehabilitation candidate

    c. Is determined by school official to be a "drop out"; nearing completion of his formal educational training program; or is being considered for placement in an "alternative" educational program

3. If a student is nearing completion of his formal educational training is determined to be a potential drop out, or is being considered for placement in an "alternative" program, the Division of Vocational Rehabilitation counselor should be invited to attend a staffing of the case which may result in a formal referral to DVR. This may be a staffing conducted at the Individual Educational Program (IEP) placement meeting.

4. When a student has been accepted as a client of the Division of Vocational Rehabilitation, the Vocational Rehabilitation counselor should become a member of that student's educational team and participate in the on-going assessment and review of, and assist in the development of, the IEP required by the local educational agency and the Individualized Written Rehabilitation Program (IWRP) required by the Office of Vocational Rehabilitation.

5. The implementation and evaluation of the IWRP and the Individualized Education Program (IEP) should be reviewed jointly by the educational team, whose membership should include, but not be limited to, the following:

    a. An officially designated representative of the school system

    b. The student's special education teacher

    c. One or both of the student's parents/legal guardian

    d. The student

    e. The vocational evaluator and/or pupil appraisal team member, unless another participant is knowledgeable about evaluative procedures

    f. The school counselor

g. The vocational education teacher

h. The vocational rehabilitation counselor

6. The Division of Vocational Rehabilitation term "disabled" refers to any student who has a physical and/or mental disability. These disabilities are also included in the term exceptional as defined by P.L. 94-142 and *Regulations for Implementation of the Exceptional Children's Act, R.S. 17:1941 et seq.*, Bulletin 1706.

7. Participants will function within the scope of the policies and regulations of their respective agencies as *they* implement this plan.

B. *Planning Calendar*

1. *Ninth Grade*

Pilot Program Recommendations:

a. During the ninth grade, career assessment should be conducted.

b. The educational team in preparation for a student's tenth grade experience should:

(1) review the current level of functioning which includes consideration of possible employment and training needs; the career assessment information should be included in this component.

(2) develop a Total Service Plan (TSP) inclusive of a specialized or alternative vocational component which may be restricted to Special Education Department classroom/work study program or may include vocational education in a consultative and/or instructional role.

(3) apply cursory eligibility standards for the Division of Vocational Rehabilitation to select potential referrals in light of extraordinary circumstances indicating a need for services (e.g., likelihood of student dropout; age/grade differential; complexity of mental/physical disability, etc.).

(4) determine if information regarding vocational evaluation should be imperatively provided by DVR and, if so, obtain necessary parental permission.

2. Tenth Grade

Pilot Program Recommendations:

a. If a previous educational team has recommended the involvement of DVR, the school should contact the DVR representative for the LEA, and suggest that all necessary assessment be implemented. The DVR counselor, after completion of the necessary assessment process, should notify the school counselor of the possible status of the application for eligibility of the student.

b. The educational team in preparation for the planning of the eleventh grade year should:

    (1) invite the DVR counselor to participate in a referral meeting for students being considered for possible referral or for students who are currently being served by DVR.

    (2) participate in the development of the Total Service Plan (TSP) which identifies the DVR application status.

c. The DVR counselor will develop the IWRP, with input from the special education, vocational education, guidance, pupil appraisal, parents, and/or the members of the school IEP committee.

d. The IWRP will become a part of the student's educational program and complement the IEP.

3. Eleventh Grade

Pilot Program Recommendations:

a. The IWRP will:

    (1) be presented to the educational team by the DVR counselor.

    (2) be written for those students already receiving DVR consultation or services.

    (3) include the Total Service Plan (TSP) for prevocational or vocational service (components of the IEP/IWRP).

4. _Twelfth Grade_

Pilot Program Recommendations:

a. The DVR counselor, special education teachers, and the vocational education teacher, as appropriate, will prepare periodic training reports for students based upon their progress. A copy of this progress report will be sent to the parents and a copy will be placed in the school's cumulative record.

b. The team in preparation for the graduation and postgraduation plan should:

    (1) note graduation dates

    (2) review postgraduation plans for training and employment

    (3) ensure that all students who may benefit from initiation or a continuation of Division of Vocational Rehabilitation services have been properly referred

c. Upon the handicapped student's graduation or withdrawal from the LEA program, the DVR counselor should continue the student's current VR status or terminate the case according to the student's needs and DVR regulations.

IV. AGENCY:	**Madison, East Carroll, and Richland Parishes**
TITLE:	Mobile Vocational Assessment Consortium for Handicapped Students
TARGET POPULATION:	All disabilities
AGE GROUP/ PROGRAM LEVEL:	Grades 8-12
PROGRAM INFORMATION:	This Vocational Assessment Consortium was designed to better enable the schools to place handicapped students in vocational classes which increase their potential to enter the job market. The consortium serves three parishes: East Carroll, Madison, and Richland. A complete vocational assessment is administered and compiled on each student aged 13-21 years, in grades 8-12. A career/assessment folder is maintained on each student and updated annually. In addition, a Career Fair is held at

the beginning of each school year to develop career awareness among handicapped students and to present possible job opportunities in this region. The vocational evaluation team, with the curriculum supervisors, guidance counselors, teachers, and IEP committee, recommend vocational placements for handicapped students. The data gathered through the vocational assessment process indicate student strengths and interests in vocational areas. This information is used to better plan and provide individual student services. The vocational assessment specialist travels from one school to another within the three parishes. A customized step van houses the assessment tools and serves as a testing center. The Richland Parish School Board serves as the fiscal agent to the consortium and provides detailed project information upon request (Office of Special Educational Services, Louisiana Department of Education, 1983).

V. AGENCY: **Jefferson Parish School Board**

TITLE: Alternative Program/Self-Contained Specialized Vocational Program

TARGET POPULATION: Moderately-Severely Disabled

AGE GROUP/ PROGRAM LEVEL Grades 9-12; C.A. 15-21

PROGRAM INFORMATION: During phase I of the program, students are recommended for vocational assessment (15-16 years old) by teachers, counselors, or parents. During the 20 day assessment phase, students have the opportunity to do a variety of hands-on work, take interest inventories, clarify values, and receive daily counseling. A staffing committee comprised of the assessment teachers, vocational counselor, special education teacher, vocational teacher, parents, and the student, reviews all assessment data and makes a placement decision for the "Training" phase of the program. The "Training" program (3 hours daily) is offered in semester blocks so that students assessed during one semester are placed in training the next semester. Training usually continues for one semester up to two years, depending on the individual needs and abilities of the students. The training programs options include Industrial Arts, Business Education, Home Economics, and

Health Occupations. As the students develop vocational and marketable entry-level work skills, they are assisted in being placed in a job by a "Work-Study Coordinator." In addition to work experience, some students continue to spend three hours daily in training in functional academic skills identified in the IEP. As students' skills increase, they may elect to participate in a full-time work schedule, once a satisfactory match of student and job is accomplished.

See Appendix B for an additional model program.

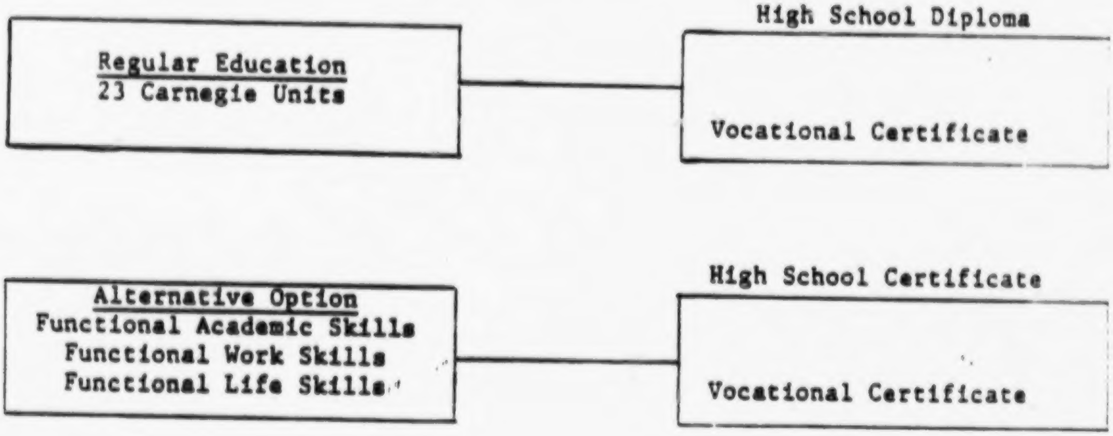
COMPLETING THE HIGH SCHOOL PROGRAM
DIPLOMA AND CERTIFICATES

The recent focus on vocational education for the handicapped has provided increased numbers of special education students opportunities to participate in approved vocational programs. With appropriate support services, many are able to become better prepared to seek competitive employment or high levels of training.

Educational excellence for each handicapped student pursuing a high school education can be achieved today through appropriate and adequate planning of a high school curriculum best suited to meet the individual needs of the student. This kind of planning, which takes into consideration interests, aptitudes, abilities, and past performance, is currently functional for many students who have the foresight and determination to make their high school educational experience a meaningful preparation for work and/or further education and training pursuant to a career (Ledoux, 1984).

As a result of the individual education program (IEP) conference, a program of studies is established for each student. This program is based on information collected from vocational assessment, pupil appraisal reports, and other pertinent school data. The proposed model program addresses the curricular needs of all handicapped students, but particularly provides options for a large percentage of students who may choose not to pursue the more stringent requirements for a high school diploma.

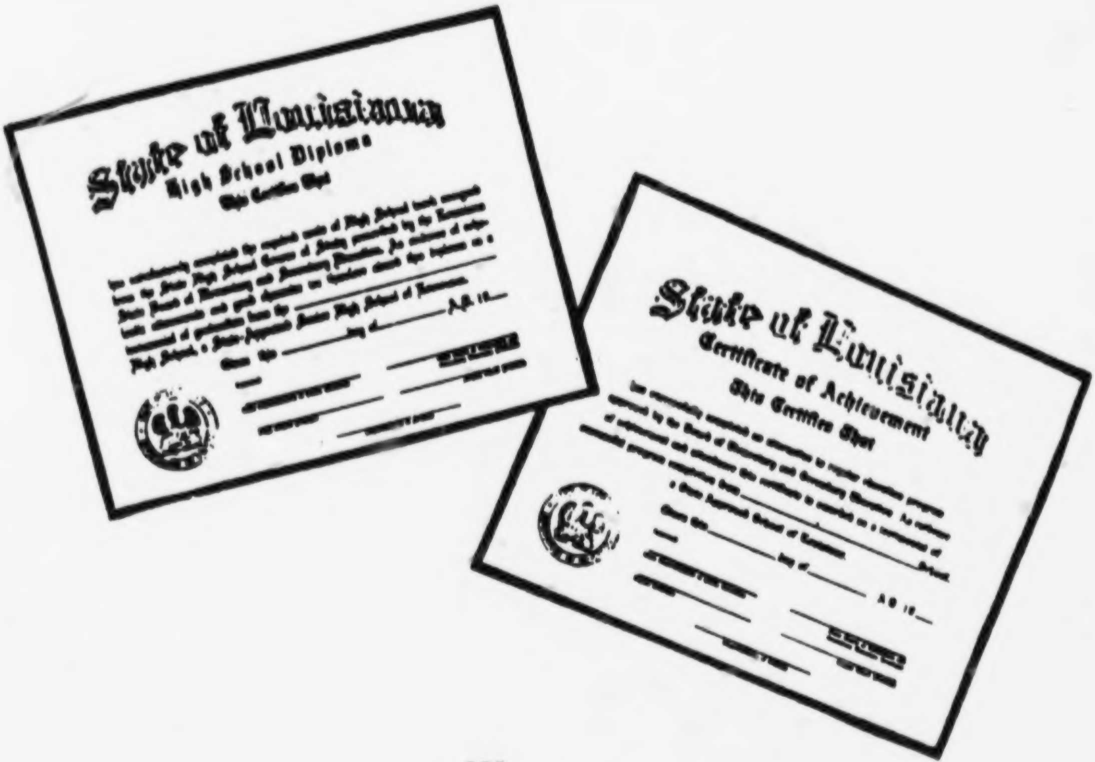
Figure 4


Regular Education
23 Carnegie Units
High School Diploma
Vocational Certificate
Alternative Option
Functional Academic Skills
Functional Work Skills
Functional Life Skills
High School Certificate
Vocational Certificate

The following options are available for handicapped students placed in "specially designed" instructional programs:

1. High School Diploma (as required by Bulletin 741). All handicapped students with suitable abilities and skills will be scheduled in regular education programs. Upon completion of the 23 Carnegie units, the student will be issued a high school diploma. A vocational certificate may be awarded by the LEA or vocational technical school when a student has accomplished the competencies required (Louisiana Department of Education, 1983). Appendix D provides an example.

2. Certificate of Achievement (as required by Bulletin 741). Students in an alternative special education program will address the approved Separate Minimum Standards (Bulletins 1640 and 1705) and will be required to accomplish 70 percent of the objectives included in their individual education program (IEP). The students will be enrolled in modified or specialized vocational courses applicable to their abilities and based on individual needs. Students are encouraged to continue training in specific career areas, pursuing functional life, work, and academic skills. The current certificate of achievement, as approved by the Board of Elementary and Secondary Education, indicates general achievement only. It is suggested that specific skills/competencies be indicated on the document or provided in a career placement folder that would accompany the certificate. Appendix D provides an example.



State of Louisiana
High School Diploma
This Certifies That

State of Louisiana
Certificate of Achievement
This Certifies That

CURRICULA IMPLEMENTATION

The element of education which deals with the preparation of individuals for responsible citizenship and becoming a contributing member of society is generally referred to as Career Education. In its broadest sense, it extends from kindergarten through life and includes: self-knowledge and assessment, occupational information and experiences, attitudes and employability skills, preparation in occupational knowledge, and work skills. It further enhances various facets of personal development and includes many different educational components. (Alabama State Plan, 1980)

A. Career Awareness - (Grades K-6; Ages 5-12 Years or Equivalent)

The purpose of career awareness is to provide the student with increased self-understanding and environmental knowledge in relation to future career options. It is intended to assist the student to incorporate vocational explorations early in his life planning. This allows for increased awareness and the probability of more realistic career selections.

B. Prevocational Education - (Grades 7-8; Ages 13-14 Years or Equivalent)

The planned implementation of prevocational experiences is referred to as a prevocational program. The program, which may consist of varying content and scope, provides information about the world of work, promotes self-development and decision-making skills, and offers meaningful exploration and training experiences in various jobs and occupations. The content of such a program may be infused into a basic or prerequisite course, planned and designated as a separate, independent program or delivered as a specific course or program of study.

C. Vocational Education - (Grades 9-12; Ages 15-21 Years or Equivalent)

Vocational education is an organized educational program that prepares individuals for employment. This is implemented through instruction in various approved vocational courses in the following vocational program areas:

1. Agriculture/Agribusiness
2. Business Education
3. Home Economics
4. Industrial Arts
5. Marketing Education (D.E.)
   and General Cooperative Education (G.C.E.)
6. Trade and Industrial Education (T & I)

The reader is referred to Bulletin 741, Handbook for School Administrators, for a complete listing of course offerings in Vocational Education (Office of Vocational Education, Louisiana Department of Education, 1983).

D. Major Components of a Full Career Education Continuum (Grades K-12)

The following outlines the major goals recommended for the three phase program of Career, Prevocational, and Vocational Education as proposed and emphasized throughout this manual:

Major Components of a Full Continuum Career Program

CAREER EDUCATION (Grades K-6)	**PREVOCATIONAL EDUCATION (Grades 7-8)**	**VOCATIONAL EDUCATION (Grades 9-12)**
Awareness	**Exploration**	**Preparation**
Self Awareness	**Home Responsibilities**	**Self-Identity**
Educational Awareness Identify	**School Activities**	**Education Goals**
Career Awareness	**Community Experiences**	**Career Identity**
Economic Awareness Understanding	**Work Shadowing**	**Economic Goals**
Decision Making Skill Development	**Work Exploration**	**Career Decisions**
Academic Skills and Skills Competencies	**Work Experiences**	**Employment Goals**
		Job Placement
Work Attitudes and Fulfillment Appreciations	**Work Adjustment**	**Self-Social**

1. Delivery Methods for Grades K-8

a) . Infusion

Infusion is a program strategy through which career and prevocational experiences are incorporated in basic programs such as Language Arts and Social Sciences. Each program retains its definitive content and

incorporates the prevocational experience into the ongoing instructional content. Thus, career awareness and prevocational information may be infused across all curricular areas.

b) Independent Courses

Career awareness and prevocational courses may also be conducted independently of basic curricular programs. Such a course may be taught by one or more vocational and/or special education teachers, providing various levels of information and experiences. Elective courses that relate to vocational program areas may be designed or selected. Through participation in such courses of study, the student gains increased career knowledge and opportunities to explore the world of work. Programs for grades K-6 should focus on orientation to the world of work, while programs at the seventh and eighth grade levels should place greater emphasis on work exploration. Detailed programming information is included in the Curriculum Section of this manual.

2. Delivery Methods for Grades 9-12

The recent focus of vocational education has been to afford opportunities for increased numbers of handicapped students to participate in approved vocational programs and provide appropriate support services for them to reach their fullest potential so as to succeed in vocational preparations.

a) Educational Excellence

Educational excellence for each handicapped student pursuing a high school education can be achieved today through appropriate and adequate planning of a high school curriculum best suited to meet the individual needs of that student. This kind of planning, which takes into consideration interests, aptitudes, abilities, and past performance, is currently functional for many students who have the foresight and determination to make their high school educational experience a meaningful preparation for work and/or further education and training pursuant to a career (Ledoux, 1984).

As a result of the individual education program (IEP) conference, a program of studies is established for each student. This decision will be based on information collected from the vocational assessment, pupil appraisal reports and other pertinent school data. The proposed model program addresses the curricular needs of all handicapped students, but particularly provides options for a large percentage of students who may choose not to pursue the more stringent requirements for a high school diploma. The following options are available for students who are placed in a specially designed instructional program, and have the opportunity to graduate with a high school diploma.

b) High School Diploma (as required by Revised Bulletin 741)

All handicapped students with suitable abilities and skills will be scheduled in the regular education program. Upon completion of the 23 Carnegie units, the student will be issued a high school diploma. A vocational certificate may be awarded by the LEA or Vocational Technical School when a student has accomplished the competencies required (Louisiana Department of Education, 1983).

Vocational education has accepted a larger role each year for teaching handicapped students the specific job skills that will assist them to become employable. Handicapped enrollments in the Vocational Education Program vary with types of courses and settings in which the programs operate.

In public school programs the largest percentage of the handicapped enrollment consists of the learning disabled and the mildly mentally handicapped (66%). In vocational-technical schools the largest percentage of the handicapped enrollment consists of the learning disabled (70%). The next largest handicapped population served is the multihandicapped (.9%). Because all handicapped students are entitled to an educational program that is credible and individualized, the following suggested modified curricular options have been designed and courses of study outlined to result in the student's earning a Certificate of Achievement. In addition, vocational competencies recommended for those handicapped students who do not pursue a high school diploma are given.

c) Certificate of Achievement (as required by Bulletin 741)

Students in an alternative special education program will address the approved Separate Minimum Standards (Bulletin 1640 and Bulletin 1705) and will be required to accomplish 70 percent of the objectives that are included in their individual education program (IEP). The students will be enrolled in modified or specialized vocational courses applicable to the students' abilities and based on individual needs. Students are encouraged to continue training in specific career areas, pursuing functional life, work, and academic skills. The current certificate of achievement, as approved by the Louisiana Board of Elementary and Secondary Education, indicates general achievement only. It is suggested that specific skills/competencies should be indicated on the document, or provided in a career placement folder that would accompany the certificate.

d) Functional Academic Skills Programs

It is suggested that the functional academic skills program should include modified core curricula for the following 13 units required of all students. In addition, a minimum of 3-10 units in work training electives are suggested and would lead to the 23 units required for high school graduation. The vocational training area(s) selected for electives would be indicated by the vocational assessment data.

The following is an example of the curricular areas suggested for inclusion in a functional academic skills program. A modified core curriculum may include the following or other specially designed functional academic courses to meet individual student needs:

4 units of English
Basic Reading II
Business English I
  or Substitute
General Math
2 units of science
Biology
American History
2 units of health/
  physical education

Basic Reading I
Basic Reading II
3 units of Math
Pre-Algebra
Business Math
General Science
2 units of social studies
Civics or Government
1 unit Free Enterprise
3-10 units of Vocational
  electives which may include
  work study or on-the-job
  training (same as listed
  in the Work Skills section)

e) Functional Work Skills Program

The following is an example of the curricular areas suggested for inclusion in a functional work skills program. The work training skills curriculum should include courses designed to meet the individual needs of handicapped students. The vocational/multidisciplinary assessment results should be used to assist in making placement decisions. Modification of the following areas of work training are recommended for consideration:

Prevocational Education
Agriculture/Agribusiness Education
Business Education
Home Economics Education
Marketing Education
Occupational Home Economics Education
Trade and Industrial Education
Cooperative Education
Vocational Technical Education

It is further recommended that each of these training areas should include a standardized list of minimum vocational competencies to be addressed by handicapped students throughout the LEAs/state.

f) Functional Life Skills Program

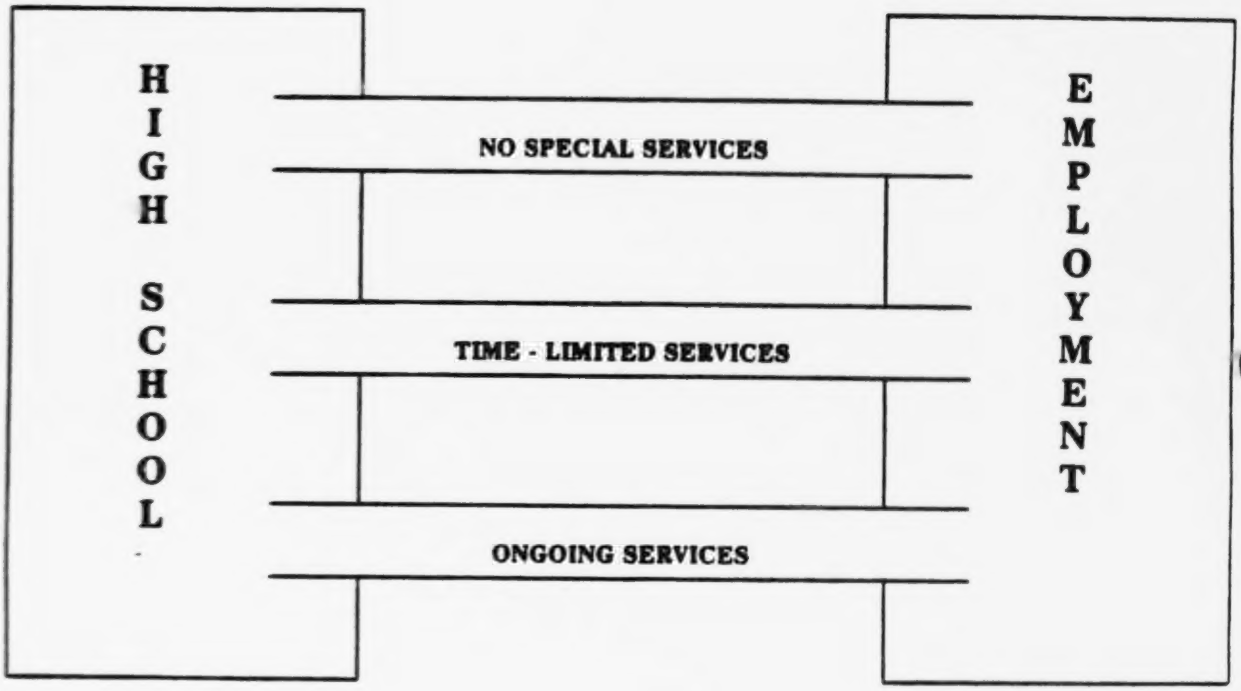
The functional life skills curriculum should include instruction especially designed to meet the individual needs of handicapped students. The vocational/multidisciplinary assessment results should be used to assist in making placement decisions. The following areas are recommended for consideration in the development of a functional life skills program:

1. Housekeeping and home/apartment maintenance skills
2. Mobility and community transportation skills
3. Communication skills (e.g., oral, written, nonverbal)
4. Interpersonal skills (e.g., social, familiar, personal)
5. Health Maintenance skills (e.g., personal hygiene, diet management, etc.)
6. Safety practices and skills (e.g., injuries, life threatening emergencies, etc.)
7. Financial management skills (e.g., consumer purchasing, banking, budgeting, taxes, etc.)
8. Basic functional academic skills (e.g., reading, math, etc.)
9. Personal management skills (e.g., legal affairs, etc.)
10. Recreational skills (e.g., table games, leisure time activities, etc.)
11. Use of community services and resources (e.g., laundromats, library, post office, etc.)
12. Basic self-care skills (e.g., grooming, dressing, etc.)
13. Work adjustment skills (e.g., cooperative, punctual, etc.)
14. Homemaking skills (e.g., menu planning and meal preparation)

The specific terminology used in identifying the various skills previously listed may differ from those set forth in the Separate Minimum Standards, Bulletin 1640 and Bulletin 1705, but are inclusive of all categories that will be addressed by the individual student. Major headings have been used to facilitate clarification.

SECTION IV

TRANSITIONAL PLANNING AND JOB PLACEMENT


HIGH SCHOOL
NO SPECIAL SERVICES
TIME - LIMITED SERVICES
ONGOING SERVICES
EMPLOYMENT

INTRODUCTION

Madeline Will (1984) described the 1980s definition of transition from school to work or postsecondary education as:

> A process occurring within an environment of various organizations, individuals, and frames of reference. The transition from school to working life is an outcome oriented process encompassing a broad array of services and experiences that lead to employment. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of leaving school, and secure opportunities and services, if needed, in adult situations.

With the inclusion of the more severely handicapped students in public schools, the challenge to teachers and local communities is an even more significant one that can be only accomplished through interagency cooperation and planning. There are a number of major considerations that need to be addressed and planned for by the local district advisory committee (Reuben, 1981).

1. The rapid changes in society during the last decade which make preparation for choosing an occupation or job difficult

2. The unfavorable economic environment has made an impact on the availability of diverse employment opportunities

3. Stereotypical attitudes of parents, teachers, administrators, and other adults that continue to consider vocational education a "poor relation" in the educational system

4. Alternative programs which perpetuate a certain socioeconomic status among youth

5. Many young people do not have a clear picture of what they wish to do in the future. This uncertainty often continues into the mid-twenties

6. A decline in the practice of a master craftsman being responsible for the training and education for a designated period

7. The increase in dead-end jobs that provide no upward mobility and very little job satisfaction

8. The high incidence of unemployed adults has created a greater competition for jobs and training options

9. Employment of teachers who have little or no experience outside of the educational community and may appreciate the importance of realistic education and training, but do not know how to approach it in developing curriculum

[illegible] Young persons from disadvantaged or rural areas may have limited employment opportunities and inadequate mobility to go elsewhere.

Transitional Planning and Job Placement

Transition is a concept that has recently received a great deal of attention (Brown, Pumpian, Baumgart, Vanbeventer, Ford, Nisbet, Schroeder & Gruenewald, 1981; Hunter & Zuger, 1979; Wehman, Kregel & Barcus, in press; Wehman, et al., in press). All of the aforementioned have described an excellent model stressing the importance of a functional curriculum, an integrated school environment, and community-based training. These ingredients are the "foundation" for a successful transitional model. The proposed transitional "process" is composed of an individualized program plan which is designed to bring together parents, student, school, rehabilitation, or other appropriate personnel to develop formal transitional plans and responsibilities. The "foundation" and "process" components are designed to achieve, through systematic planning, actual "employment outcomes" derived from a menu of employment options. The model proposed by Wehman et al. (in press) also includes follow-up of the graduates of the program in order to monitor and provide support for job retention (Pietruski, Everson, Goodwyn, & Wehman, 1985).

This section describes a systematic procedure for transitional planning and job placement from a school setting in operational terms. The procedure is implementing the "process" and "employment outcome" components as described in the model by Wehman, et al. (See Figure 3).

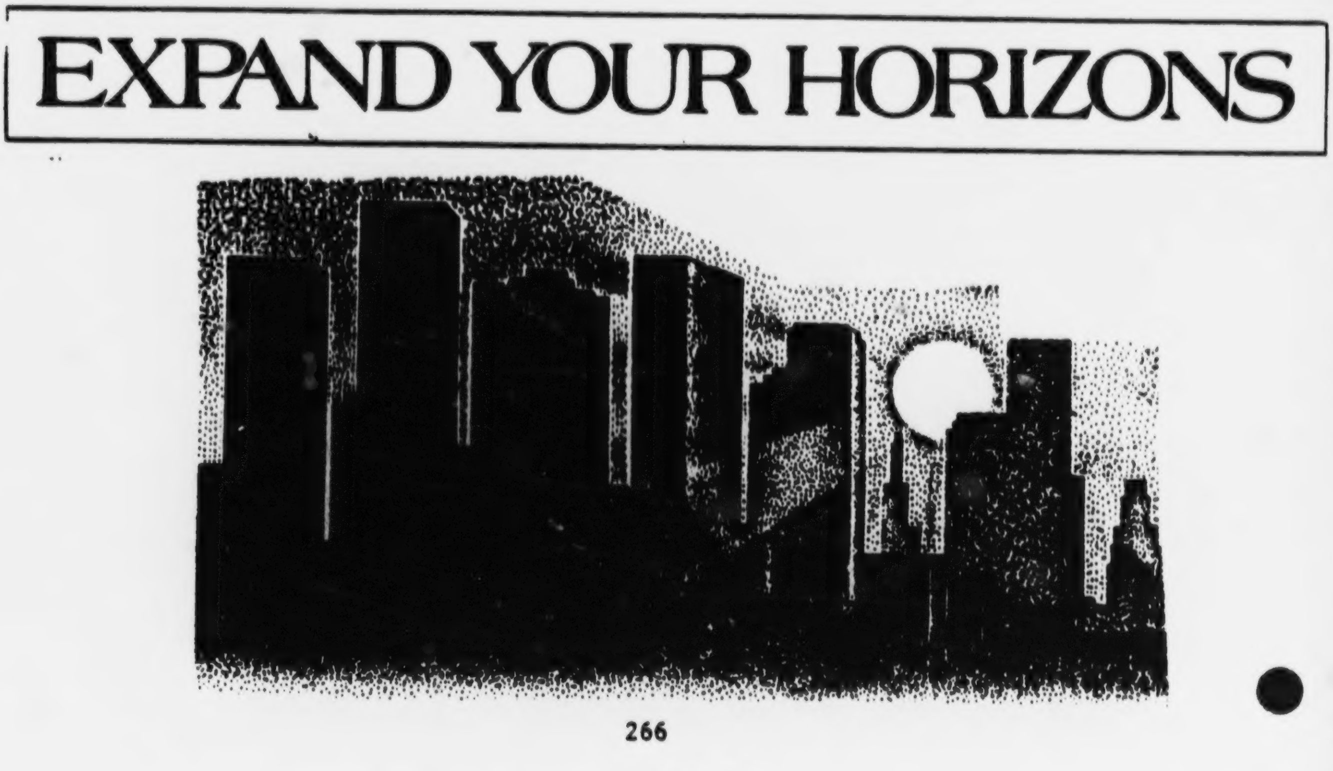
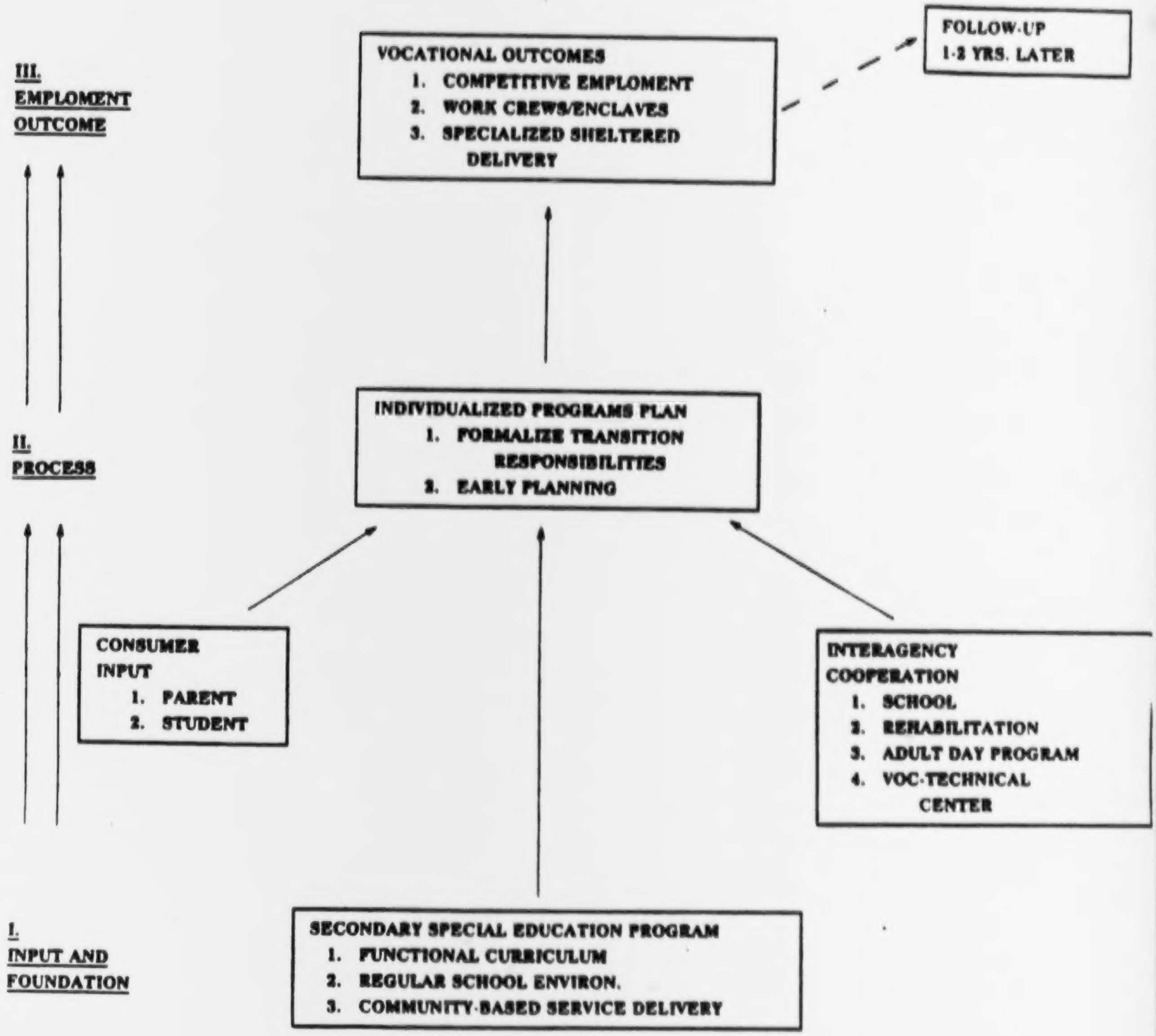


FIGURE 1

THREE-STAGE VOCATIONAL TRANSITIONAL MODEL FOR HANDICAPPED YOUTH


III.
EMPLOMENT OUTCOME
VOCATIONAL OUTCOMES
1. COMPETITIVE EMPLOMENT
2. WORK CREWS/ENCLAVES
3. SPECIALIZED SHELTERED DELIVERY
FOLLOW-UP
1-2 YRS. LATER
II.
PROCESS
INDIVIDUALIZED PROGRAMS PLAN
1. FORMALIZE TRANSITION RESPONSIBILITIES
2. EARLY PLANNING
CONSUMER INPUT
1. PARENT
2. STUDENT
INTERAGENCY COOPERATION
1. SCHOOL
2. REHABILITATION
3. ADULT DAY PROGRAM
4. VOC-TECHNICAL CENTER
I.
INPUT AND FOUNDATION
SECONDARY SPECIAL EDUCATION PROGRAM
1. FUNCTIONAL CURRICULUM
2. REGULAR SCHOOL ENVIRON.
3. COMMUNITY-BASED SERVICE DELIVERY

IMPLEMENTING A SYSTEMATIC TRANSITIONAL AND JOB PLACEMENT PROCEDURE

The following steps describe, in sequence, a procedure for transitional planning which includes the development of: 1) individualized transitional plans, 2) outcome-oriented cooperation with adult service agencies, and 3) a formal approach to job placement from the school vocational training program. Each step will include a description of the actions to be taken and will suggest appropriate personnel to be responsible for each component.

Step 1: Identify students for individualized transitional planning. All students aged 16 years and older should be identified for transitional planning. This list of students should be compiled in September or every year before the IEP planning time. Before any IEP forms are distributed to school staff, the transitional planning coordinator should flag all IEP forms of transitional students with a "Transitional IEP Meeting" cover sheet explaining the overall purpose of the meeting (Appendix E). The school social worker, guidance counselor, or a designated teacher should assume the role of transitional planning coordinator, be responsible for compiling the list of transitional students, and oversee the remaining steps in the transition process.

Step 2: Identify appropriate school and adult service personnel for active involvement in the transitional planning process. School personnel, i.e., teachers, therapists, and so forth, who have been involved with individual transitional students, should be identified for participation in the Transitional IEP meeting. When enlisting school staff for involvement, the transitional planning coordinator should be careful to select staff from different disciplines who have had recent contact with the student.

Step 3: Identify the adult service agency in the local community that will be most likely to serve the student as an adult. A representative from the identified adult service agency should be contacted and requested to participate fully in the transitional process. The adult service representative will be able to provide valuable input on the services available for a particular student as he prepares to exit the school program. The adult service representative will also be helpful in suggesting post-school options most attainable for the student. The transitional planning coordinator should identify and contact the appropriate adult service agencies and representatives. In cases in which the school representatives feel employment is the desired outcome for a student, the vocational rehabilitation counselor is an essential adult service provider to contact. A representative of the local community service board should also be involved in the Transitional IEP meeting.

Step 4: Gather relevant information on each student identified for transitional planning with regard to vocational, community, domestic and leisure skills. Approximately two to three weeks prior to conducting a transitional IEP meeting, solicit from the school staff (identified in step 2), parent/guardian(s), and the student, information to identify skills and needs which relate directly to functioning in the community as an adult, e.g. work skills, independent living skills, etc. (See Transitional Skills Checklist and Vocational Skills Summary forms, Appendix E.) An information-gathering checklist, such as the Transitional Skills Checklist, can have a "pass along" memo attached instructing each staff person listed to complete the form, check his name off, and pass the checklist on to the next staff person listed. It is important to allow time for the Transitional Skills Checklist to go home for parental input (as well as student input as appropriate). After all school staff, student, and parents have had time to respond to the checklist, the transitional planning coordinator should gather the forms and mark for discussion the deficits and notable strengths in the student's skills. These may be important in developing goals and objectives during the transitional meeting.

Step 5: Schedule Transitional IEP meetings for each student identified as a transitional student. The transitional meeting should be scheduled so that the student, parent/guardian(s), relevant school personnel and adult service representative(s) can attend. It is important that the transitional meeting be conducted as part of the IEP meeting. This way, the goals and objectives developed for transition will be included as part of the IEP document. The goals of employment and post-school community functioning must be viewed by the IEP participants as the primary targeted outcomes.

Step 6: Conduct individual Transitional IEP meetings on all students identified for the transitional planning process. The Transitional IEP meeting should progress through very definite stages to ensure that the goals and objectives are specific enough to achieve the desired outcomes. A format for the meeting is outlined and discussed below:

I. Open the Transitional IEP meeting. The person conducting the meeting should welcome and introduce all participants. An informal atmosphere is recommended so that parents and student will feel as comfortable as possible. It is the responsibility of the professionals present to encourage honest and open participation by parents, student, or other nonprofessional person. After the introductions, the purpose of the meeting should be explained. The statement of purpose will be very important to set the stage for what is expected in the meeting. The statement should be in written form as well, either as a cover sheet for the transitional meeting or the Transitional Skills Checklist. (See Cover Sheet for Individualized Transitional Plan Meeting Form, Appendix E.)

II. Discuss briefly strengths and weaknesses identified from the Transition Skills Checklist. Here the strengths relevant to employment and independent functioning in the community should be mentioned. Following the strengths identified on the checklist, the weaknesses should be mentioned. Although the weaknesses need to be mentioned at this point, objectives for remediating these weaknesses should not be discussed at this time. After discussing both strengths and weaknesses as identified from the Transitional Skills Checklist, the work skills of the student should be described briefly by the vocational trainer (see the Vocational Skills Summary for Appendix E). The vocational summary should include information on the student's work skills acquired in the classroom and on work sites in the community. Equipment operated by the student, such as vacuum cleaners, dish machines, etc., should be listed; the student's proficiency on each task should be described by quantitative data.

III. Facilitate a discussion of desired outcomes and best options for employment and/or independent living.

A. If appropriate, ask the student what he wants to do after graduation. Ask what kind of employment, living arrangements, etc., he would like after graduation.

B. Have the parents verbalize what they want for their son/daughter's post-school life. It is very important to encourage parents to express themselves openly so that any concerns will come out in the discussion.

C. Have one or two school representative(s) discuss the post-school options which they feel will best meet the wants, needs, and capabilities of the student. The vocational teacher may feel that the student can be successful in full- or part-time competitive employment with support or with job/task restructuring or rehabilitative engineering. The vocational teacher should voice these feelings at this time.

D. Have the adult service representative discuss what post-school options he feels are most attainable for the student and what services might be appropriate and available to enable the student to succeed in the desired employment options. The adult service representative will need to respond to the discussions of the student, parent(s), and school staff persons.

IV. A. Decide the goals for the student's post-school program. The leader of the meeting should encourage the group to reach a consensus on the desired outcomes and/or best options discussed in Part III. Based on the agreement of the group, the leader should direct the group in developing goals to reflect the desired outcomes. The goals should be written so that actual outcomes can be measured and achieved, e.g., "The student will obtain part-time competitive employment in a food service position."

B. Based on the goals developed, the group should then refer to the Transitional Skills Checklist to identify needs and/or problems which may impede achievement of the goals. Only the deficits which will affect the desired outcomes need be addressed.

C. Develop objectives to meet the goals and/or solve the needs/problems identified in IV.B above. Determine, for each objective, the person responsible for implementation and establish planned completion dates for each. Example: "Applications for food service positions will be made to at least five local restaurants." Person(s) responsible: Rehabilitation Counselor. Planned Completion Date: 4-1-85.

D. Based on the goals and objectives, a person at the meeting should be designated as "person responsible" to begin the formal referral and application processes to initiate the appropriate adult services. Forms will need to be obtained, filled out and mailed into each of the adult service agencies identified as having a role in the student's post-school life, e.g., the Department of Rehabilitative Services, Social Services, Community Mental Health and Mental Retardation Services, the Social Security Administration, the local sheltered workshop, and so on. See the Adult Services Referral Record in Appendix E.

E. Have all participants sign the meeting form with the written objectives. Make copies for all participants.

Step 7: Conduct a follow-up of goals and objectives set at the individual Transitional IEP meetings at two-month intervals. The transitional coordinator should contact the persons responsible for progress on each objective. If necessary, he arrange for a short meeting to re-evaluate or discuss modifications. After the follow-up, the transitional coordinator should contact and/or meet with the adult service agency representative and inform him of the progress. At this time, the school transitional planning coordinator should formally transfer responsibility for services to the adult service representative of all students exiting the school service system. However, it is recommended that communications remain open between school and adult systems for a reasonable period after the students graduate to facilitate the transitional process.

Step 8: Schedule an exit meeting for students and/or parents of students leaving school system services. The transitional coordinator and primary adult service representative should plan an individual or a group meeting with students (and/or their parents) leaving school to complete plans for the transition from school to work. At this time, any final needs relevant to the transitional process can be addressed. The students and parents should also be made aware of services available in the community for adults with disabilities as well as the carry-over services that may be provided by the school system (Pietruski, Everson, Goodwyn, & Wehman, 1985).

An Approach to Job Placement

If during the individual transitional planning process, a student is targeted for competitive employment, the school and adult service agency staff need to work together to assist the student in obtaining an appropriate position. Successful job placement for youth with multiple handicaps requires 1) effective and ongoing communication with parents, 2) careful matching of a student's skills with the requirements of a particular job, 3) a plan for presenting the student as a capable worker to an employer, and 4) a commitment by school and adult service providers to provide supportive employment services, i.e., training and support to the student and employer after the student has been hired. The remainder of this chapter discusses strategies for these four requirements.

Communication with Parents

Parental support is crucial to successful placement and retention of any multihandicapped student in an employment situation. The communication must begin in the individual Transitional IEP meeting and continue throughout all phases of placement and employment. Parents will be concerned about their son or daughter's moving from the sheltered environment of the classroom to the unprotected settings of competitive employment. They may voice concerns about transportation to and from work, co-workers' attitudes toward their son or daughter, the pressures of the job, SSI and health care benefits, etc. Parents will need to know that supportive employment services will be provided by trained professionals, including transportation training, training on the job, follow-along services, advocacy, etc., as necessary. Finally, parents will need to understand how employment will affect their son/daughter's SSI and health care benefits, and that care will be taken to maintain health care benefits for the individual either through the employment situation or by using section 1619 of the Social Security Administration regulations to maintain medicaid benefits through SSI or SSDI eligibility (see Appendix E).

Approaching the Prospective Employer

Once a student is targeted for job placement, it will be necessary to seek out job openings which are desirable job matches for the particular student. Ways to search for particular jobs include 1) reading classified ads for employment opportunities, 2) visiting job sites at which desirable jobs exist and reading the bulletin boards for position openings, and 3) contacting personnel offices by phone and inquiring about openings in particular jobs.

Employment ads in the classified section of the local newspaper are a good place to start looking for employment opportunities. Very often, the classified ads will be full of jobs with high turnover, such as restaurant or housekeeping positions. With any jobs listed, however, it will be necessary to visit the job site and observe the job before deciding its appropriateness for a specific student. Many times a job may seem appropriate from an ad and turn out to be inappropriate when examined in more detail. However, the opposite can also occur and for this reason, it is important to monitor the classified section. Checking on jobs listed in the newspaper is a good way to add to community analysis. A job viewed as an inappropriate placement for one individual may turn into an appropriate placement for another.

Checking employment bulletin boards in various business sites is a way to gather information on job openings. "Employment Position" notices offer more detailed information with regard to job requirements than classified ads. However, driving around to various business sites can be costly and time consuming. A more efficient approach would be to call various personnel offices periodically to request information on job openings in various departments. It is helpful when talking with staff in personnel offices to request information on specific jobs. If a job which may be appropriate is open, it will be worthwhile to visit the job site to gather more detailed information.

If a job is identified as an appropriate placement, the staff person assisting the student in the placement process should obtain an application form and work with the student in completing the form. If the student is able to obtain the application form and complete it accurately and neatly without assistance, this should be encouraged. However, accuracy, neatness, and promptness should not be sacrificed for the purpose of allowing the disabled individual to "do it for himself." Filling out an application form is not the desired outcome; getting a job is.

After the application is mailed, it will be necessary for the staff person (school or adult agency) working on the job placement to follow-up on the application and arrange for a job interview. The professional staff person involved in the placement should accompany the disabled job applicant on the job interview in order to assist the student and the employer in this process. With a severely or multihandicapped individual, it is very likely that the placement advocate will be responsible for convincing the employer that this particular job applicant will make a good employee. To do this, the placement advocate should use the placement file to present the skills and abilities of the student. The placement file will provide an organized medium in which to present the employer with the student's work skills and experience, as well as incentives for hiring this student and support services available if the student should need them. (Pietruski, Everson, Goodwyn, & Wehman, 1985).

Supported Employment Services

In order for the transitional planning process to function properly, a good support system must be available after a student is actually placed in a paid employment situation. If the student is still eligible for school services, the school may be able to provide for training and follow-up needs while the student is getting adjusted to the demands of a real job responsibility. Just as during an unpaid community training experience, there will be a need for intensive trainer intervention on the job site in the beginning of a paid employment situation. However, if the student is over the age limit for school services, there will need to be competent job trainers available to provide for the necessary training. The rehabilitation counselor can help to provide for these needed services by locating and contracting with an appropriate vendor to provide supportive employment services (Hill, Wehman, Revell, Dickerson, & Noble, 1985; Revell, Wehman, & Arnold, 1984; Wehman, 1981). Supportive employment services should consist of intensive support to assist with the job placement process, (if a placement has not already been made) followed by intensive one-on-one training at the job site, with gradual lessening of training assistance as the individual begins to demonstrate proficiency in the job (Wehman & Melia, 1985). Supportive employment services also require that there be on-going evaluation of the individual's performance by direct observation of the client and by requesting periodic employer evaluations. Finally, using a supportive work model, a job coordinator will continue to follow-up on the individual as long as he stays in the employment situation.

Even if supportive employment services are available as an adult service option in a given community, the schools should not leave the adult service agencies with the task of providing for job placement and employment of all individuals with disabilities. In the first place, the statistics already cited of 50 to 75 percent unemployment for disabled Americans (U. S. Commission on Civil Rights, 1983) illustrate the inability of the adult service system to adequately serve the vast number of individuals who need more intensive services. Second, unlike the laws mandating educational services for all children, the laws for adults with disabilities hold no such mandates; therefore, services are not automatically available to all disabled adults. Third, the service providers in the adult service systems in many cases are not trained to be trainers and therefore do not possess the skills necessary to provide the systematic instructional technology needed to train a person with a severe disability to perform successfully in employment. For example, most rehabilitation counselors are trained in counseling techniques and operate as "purchasers of services" or brokers rather than as trainers. Rather than providing direct training services, the rehabilitation counselor is responsible for locating a skilled job trainer and contracting with that job trainer to do supportive employment services (Revell & Arnold, 1984).

The schools, therefore, should take as their responsibility the task of providing for both work experience in the community and job placement into competitive employment situations whenever possible. The schools have at their disposal the best student to staff ratios, the highest number of skilled trainers, and the best opportunity to begin to develop employment resumes' for each of the disabled students who will ultimately leave the school service system. If the ultimate goal of public education is to enable the handicapped to participate as citizens in their communities, employment is an intricate part of that goal. Schools need to become more directly involved in approaching the goals of post-school life, i.e., employment, community living, domestic independence and recreation.

COMMUNITY ANALYSIS

Assessing skills of students, for whatever reason, is a common activity for most special education or vocational education teachers. On the other hand, assessing the skill requirements of a community job market may be an unfamiliar activity for some special education teacher/coordinators. If independent functioning in the community is the desired outcome, the teacher/coordinator must go into the community to determine what skills will need to be taught.

Conducting a community analysis for the purpose of vocational training involves three steps: 1) Local businesses must be contacted by the vocational training person(s). This contact can be made by telephone or by sending a letter of introduction to be followed up by a phone call or by visiting the business without prior notice. 2) A visit to the business site must be made to allow the vocational trainer to assess the job requirements in an initial job analysis. This initial job analysis should seek to examine the job requirements in relation to the overall abilities of the target group. (See Figure 1 for a functional relationship between an initial job analysis and an initial student analysis.) If the job is viewed as a potential employment match for one or more students, a detailed ecological inventory of the job and work environment should be completed. An ecological inventory involves carefully analyzing an environment to determine what behaviors and skills are required for independent functioning within the specified environment.

Figure 1

FUNCTIONAL RELATIONSHIP BETWEEN STUDENT EVALUATION AND JOB EVALUATION

STUDENT EVALUATION

Physical Description
- Hand use
- Head control
- Arm extension
- Mobility

Communication Abilities
- Oral speech
- Alternative communication mode
- Follows multiple commands

Academic Information
- Reading skills
- Math skills
- Perceptual deficits
- Visual acuity
- Hearing
- Manages/tells time
- Communicates phone number/address

Endurance/Strength
- Endurance
- Physical strength
- Manipulative capabilities
- Speed of manipulation/operation of materials/equipment

Work Behaviors/Responsibility
- Promptness
- Completes work on time
- Follow through/showing initiative
- Attendance
- Ability to work unsupervised
- Distractibility

Transportation Needs
- Type of transportation needed
- Ability to board transportation vehicle

Other
- Student work interests
- Student social skills
- Medical needs
- Self-help/independent living skills

JOB EVALUATION

Physical Requirements
- Hand use
- Reach
- Lifting/carrying
- Mobility

Communication Requirements
- Must talk with co-workers
- Must talk with strangers
- Must use telephone
- Follow simple instructions

Academic Requirements
- Approximate reading level required
- Writing/typing skills
- Perceptual skills required
- Visual acuity required
- Hearing required
- Time management skills required

Demands of Job
- Endurance
- Accuracy
- Speed required
- Equipment used for job

Work Environment
- Job description
- Entry level
- Job duties
- Description of social climate
- Dress required
- Work hours

Accessibility
- Type of transportation available to job site
- Architectural barriers in work environment

Other
- Benefits

Step 4. Make the initial visit to the business or program site.

a) Greet the business or program representative by introducing yourself and the program you represent.

b) Again explain the purpose for the need to interact with the local community, i.e., to gather information for the purpose of developing a vocational training program. If you are not seeking information, but rather job placements, say so. Do not misrepresent your intentions to the business community.

c) When speaking with lay persons in the business community, give a short general description of your students in layperson's terms. If possible, give a few examples of jobs which have been successful placements for other individuals with similar abilities/disabilities.

d) Ask what jobs in this business or program might be appropriate for a disabled individual with abilities similar to the target population.

e) Ask to observe the different jobs discussed. If inconvenient, offer to schedule a follow-up visit to do your observation. Do the initial job analysis during this first observation (Appendix E provides examples of job screening/analysis forms).

f) Ask about other businesses or programs with similar jobs which might also be appropriate. If possible, get names of people to contact.

g) After each business visit, promptly send a letter to thank the business contact for his time and information.

Step 5. If the initial job analysis information appears to be a good possibility, schedule a follow-up visit for a more detailed job analysis. During this visit, a detailed ecological inventory of the job and the work environment should be completed. First a step-by-step description of the job (task analysis) should be written. This behavioral analysis can best be written by careful observation of the job being performed by a person who does the job on a regular basis. It is important to question this same person to find out what other parts of the job are required, perhaps at the beginning or end of a work shift. Besides the steps involved in performing the job, the work environment will need to be examined for accessibility and maneuverability. In many jobs, there may be unfamiliar terms or procedures. For this reason, it is very important for the person conducting the job analysis to have very good observation skills in order to analyze the job thoroughly and accurately. Learning the jargon of a particular job will come with experience, but it is

Although the process is basically the same for conducting an ecological inventory in any environment, there are several different forms which have been developed to help teachers work through this process. (See Appendix E for some sample forms.) 3) A plan and schedule for an ongoing and regularly updated community analysis should be developed. Although there are essential steps in community analysis, reviewing and visiting other programs and gathering some follow-up information on graduates of the school program are recommended. The remainder of this section will list and briefly discuss the steps necessary to conduct a community analysis (Pietruski, Everson, Goodwyn, & Wehman, 1985).

Step 1 Briefly review recent professional literature and/or existing adult service programs in the local community to find out what vocational training and/or employment efforts are showing success for individuals with the same or similar disabling characteristics as those of the target population. It is helpful before starting a community analysis to have some knowledge of what has been successful in other programs.

Step 2 Conduct a simple follow-up survey of past graduates of the local school program. It is important to know what these graduates are doing. How many are working? How many are not working? What kinds of jobs do they hold? What barriers have they found while seeking employment or while competitively employed? How long have they been employed, and so on.

Step 3 Make initial contacts with local business representatives and adult service programs in the local community (e.g., vocational rehabilitation counselors, sheltered workshops, enclaves).

a) Use the yellow pages, want ads, or other available business listings to select several local companies, businesses and adult employment programs which may have potential jobs suitable for the target population. Make use of the local Chamber of Commerce to acquire lists of local businesses. Also make use of personal acquaintances to contact businesses and/or get referrals for other businesses or programs to contact.

b) Call the personnel department of a business or the supervisor of an adult employment program for disabled adults and explain that you are seeking first-hand information from the local community for the purpose of developing a vocational training curriculum for students with handicaps. This step may require talking to several different individuals before reaching the one who can and will help.

c) Ask to set up an appointment to come and explain your needs in more detail and to actually observe some jobs for the purpose of job analysis.

necessary to teach the skills and behaviors required for performance of a job (Pietruski, Everson, Goodwyn, & Wehman, 1985).

After the specific parts of a job have been carefully analyzed, a thorough analysis of the other areas in the work environment is necessary. Besides the actual work station(s), what other subenvironments will the student need to access? Places such as restrooms, breakrooms, meeting rooms, elevators, entrances, and exits will need to be considered. Are restrooms accessible for individuals in wheelchairs? Are elevators accessible for the visually impaired? How many doors will have to be opened? Is public transportation available to the job site?

Besides accessibility, it is important to note the social interactions and communication skills that will be required. The process of ecological analysis of the job site will require good behavioral analysis and creative problem-solving skills on the part of the person conducting the analysis. (Appendix E provides examples of job analysis forms.)

Step 6. If a job is viewed as a likely employment match for one or more of the targeted students, it may be the appropriate time to lay the groundwork for a community-based work experience. A community-based work experience is a paid or nonpaid on-site training experience to provide the handicapped student an opportunity to test his skills in a real work setting and to become employable.

After businesses have been contacted initially, it is important to maintain some level of contact, on a long-term basis, even when there is no immediate need for involvement. Maintaining business contacts will facilitate the process of updating community analysis information which needs to be done on a yearly basis.

A meaningful vocational curriculum is dependent on an organized and comprehensive community analysis. The community analysis should be conducted with a particular population in mind so that jobs can be sought which have skill requirements to match the strengths and abilities of the targeted individuals. The initial process of a thorough community analysis will be a time-consuming process. However, after a network of business contacts is established, an ongoing knowledge of the community can be maintained by incorporating a systematic schedule of interaction with the business community. The desired outcome of a vocational training program is to prepare individuals with handicaps for employment in the local community. To achieve this outcome, it is essential that the vocational training curriculum be derived from current and specific jobs found in the local area.

The most crucial characteristic of any appropriate vocational training program is the provision of a community-based work experience phase. Community-based training sites fulfill several goals that cannot be met in the artificial environment of a school-based vocational training classroom: 1) they provide handicapped students with frequent and ongoing contact with nonhandicapped peers and work supervisors; 2) they provide students with first-hand experience in meeting competitive production demands and working in a fast-paced business setting; and 3) they provide an opportunity to identify and related vocational skills and train students in them in a realistic work environment.

A community-based work experience is a natural transition between the training received in a vocational classroom and a supported work placement in a competitive work force. From the school setting, community based vocational training experience might be organized in one of two ways. It is always preferred that any work experience situation be as much like the real employment situation as possible. In fact, part-time employment would be ideal and would enable a student to experience the real demands of work. However, if part-time employment is not an option, a temporary, time limited training experience should be arranged without pay (see U.S. Department of Labor conditions for Trainees, Appendix D). If staffing or other reasons prevent an individual student's being placed in a training site, a small group can sometimes be managed at some training sites. One teacher with three students or a teacher and an aide with six to eight students can sometimes be trained in a large business setting, e.g., a large business cafeteria performing various food service tasks. Usually, in this arrangement, whole jobs must be divided into several jobs, thus limiting each student's experience. However, small group community training is far preferable to no community training. Some staffing patterns for manning community-based training sites and descriptions of possible models are discussed in the section titled Administrations Considerations.

The purpose of this section is to present a step-by-step process for use by classroom teachers in maintaining business contacts, developing and maintaining community-based training sites, and selecting and supervising students in the work sites (Pietruski, Everson, Goodwyn, & Wehman, 1985).

Training Site Development

A thorough and ongoing community analysis is the first step in developing community-based training sites. (See Community Analysis.) A knowledge of the community, including local job trends, an understanding of the organization and goals of local businesses, current job openings, and key contact people within local businesses may be developed into a file of available community-based training sites. This will considerably reduce the start-up time associated with each placement as students may be matched to a pool of available training sites.

Student-Job Match

As a result of the community analysis, an initial contact should be made with several businesses, and the skills to perform several jobs should be analyzed. Before the student is 16 years old, he should receive both acquisition and production training on skills identified in the community analysis in in-school training situations. Once the student turns 16 years of age, he should be placed in community-based vocational training sites for employment training. After a careful match between the student's abilities and the job's requirements, a community training site should be identified from the file. The trainer is now ready to recontact the business and set up starting and ending dates and hours for the community-based training. During this meeting the trainer and work site supervisor should discuss the conditions for the training experience. It is critical that the employer understand that there will be a school staff person on the training site with the student until the student is able to perform the job(s) acceptably. This place, train, fade away and later follow-along procedure is the same as the supported work model of competitive employment described by Wehman and Melia, 1985.

Trainer Responsibilities

The use of a supported work model allows the trainer to accompany the student to the training site, provide additional training, make arrangements for any modifications, serve as a model for co-workers in interacting with the student, and to fade back as the student becomes more proficient in the job. The ultimate goal is for the student to arrive at work, work productively for the required number of hours, and leave work independently. (Appendix E contains a trainer timeline to make sure all responsibilities during the community-based training are handled in a consistent manner. This timeline or a similar timeline should be used by the trainer throughout the community-based training period to ensure a successful experience for everyone involved.)

It may be helpful for the trainer to provide an informal inservice session for the student co-worker and supervisors to describe the student's strengths as well as special needs. At this time, it should be stressed that the student should be treated just as any other newly employed worker. He should be expected to be a cooperative, productive employee and should be reprimanded by the supervisor if the job demands are not met.

As the student begins his training experience, the trainer accompanies the student to provide any additional training and support. The trainer also acts as a model for co-workers interacting with the student. Within the first few weeks, as the student becomes more proficient in performing the tasks, the trainer will begin to intervene less frequently. By the final weeks of the experience, the student should be working independently although the trainer should still be making periodic phone calls to check on the student's progress.

Data Collection

Throughout the community-based training, the trainer should be collecting and recording careful data on the number and kinds of interventions required during training, the amount of time the student spends learning the job, the amount of time the trainer spends on the work site, and the number of off-task or inappropriate work behaviors the student displays. The use of a data-based assessment of job performance serves a dual purpose: 1) it provides empirical support that individuals previously excluded from employment opportunities can work productively in employment situations; and 2) it provides on-going and systematic intervention and production data which trainers may use to evaluate and modify training techniques and placement procedures. Form B in Appendix E is a sample form used to collect intervention and production data in community-based training situations (Pietruski, Everson, Goodwyn, & Wehman, 1985).

Intervention data allows the trainer to evaluate how much time the student actually needs to learn the job. For example, although a student may have spent 12 weeks at a training site, he may have learned only 75% of the job. However, when the trainer evaluates the data and realizes the student has spent only three hours a day, four days a week at the job site, the total number of training hours may be only 144 hours, or the equivalent of 18 eight-hour days. It is not unusual for a nondisabled co-worker to have learned only 75% of a job in 18 full work days.

Production data should be collected both for the student and co-workers. Data collected on production rates give the trainer an accurate picture of the student's performance compared with that of his competitively employed co-workers.

Evaluation Procedures

Midway through the training experience, the student, the worksite supervisor, and one or two co-workers should complete an evaluation of the student's performance. (Sample evaluation forms are included in Appendix E.) A midpoint evaluation will help to pinpoint any problems that need to be worked on and to identify the student's strengths.

Near the end of the training experience, the trainer should schedule a closing meeting with the student and the worksite supervisor. At this meeting, recommendations for future job search and placement should be discussed. How employable is the student in the chosen job? How does his production rate compare with that of a nonhandicapped worker? What kind of equipment or job modifications would enhance the student's employability? At this meeting, the supervisor and co-workers should again fill out an evaluation form and make job recommendations for the students. These recommendations, along with valuable job experience and contacts made by the student during the externship, become the beginning of a job placement file when the student leaves the public school program.

Community Based Vocational Training Models

Providing students with opportunities to practice work skills and experience work demands will depend upon 1) the needs of the student for support in the work experience or employment situation, and 2) the number of students to be served in the work experience/employment program. Generally, less handicapped students will require less support in work experience or employment situations. Conversely, the more severely handicapped students will require more individual support and intensive training in work experience and employment situations. Below is a list of work experience training options from the least restrictive to most restrictive, both community based and school based. All of the models below are discussed as work experience training models. However, all of the models can also be applied for placement of individuals into actual paid employment.

In-school work training should begin between the ages of 13 and 15, with training in community-based work starting between the ages of 16 and 18. Placement of students into real employment situations should begin at age 18 or 19, before they exit the school service system. See the section on Transition Planning and Job Placement.

1. Individual Work Experience Without Support. Students are placed in real work settings in the community to perform real work tasks as performed by nonhandicapped employees. In this placement, the student is accompanied by a school staff person for the first day or the first two days. Afterwards, the student should be expected to perform the job tasks on his own with supervision or training provided by the employer or a co-worker in the work setting. This experience should be a paid work experience but can be unpaid as long as no worker is displaced because of the student's being on the job site. Placing the student without support implies that the student should be able to learn the job duties with minimal specialized training needs. Before a student is placed in this kind of work experience, a school representative should have completed a thorough analysis of the job tasks to use in matching a student's skills to the requirements of the job. After a student is placed, the school staff person should make

periodic visits to the job site and periodic contacts with the work site supervisor (employer) to monitor the student's progress on the job site. Students recommended for this model should be over 16 and should have had previous experience either observing or performing the same or similar job tasks. The previous experience may have been in-school or community based with support. Payment of wages should be arranged in all cases in which the employer is obviously benefiting from the student's labor.

To establish a work experience without support, the school vocational training representative will need to do the following:

a. Conduct a community analysis.

b. Negotiate with selected employers a position that can be used for a job training experience for one disabled youth.

c. Explain to the employer his role in providing training to the student.

d. Discuss the duration of training experience, setting a firm limit on the number of weeks/days a student will be participating in the experience.

e. Discuss Department of Labor Trainee Regulations with the employer.

f. Discuss the possibility of multiple use of this particular job for work experience for other students.

g. Discuss the responsibilities of the school job trainer, work site supervisor, and student.

h. Arrange transportation for the student to and from the job site. Transportation should be part of the work experience training.

i. Establish a schedule for training experience. Set starting and ending dates for work experience.

j. Place the student and implement the work experience training and plan for evaluation.

2. Individual Work Experience With Support - Students are placed in real work settings to perform the same real work tasks as those performed by nonhandicapped employees. In this placement, the student is accompanied by a school representative who acts as job trainer for the handicapped student on the job site. For this training, the job trainer should have thoroughly analyzed the job duties and learned the job himself in order to provide training to the student. The job trainer's role is to provide intensive and systematic training to the student on the job site with gradual lessening of assistance as the student begins to perform job duties independently. Daily data collection is necessary by the trainer to indicate when lessening of assistance is appropriate.

Students recommended for this kind of training are those who will require specialized training procedures in order to learn the job tasks. It is not necessary that the student have previous work experience performing the targeted job. The job trainer will provide careful and systematic training on the job site to teach the student to perform the duties in the particular work situation. Students should be 16 years or older. Payment of wages should be arranged in all cases in which the employer is obviously benefiting from the student's labor.

To establish a community-based work experience with support, the school vocational training representative will need to do the following:

a. Conduct a community analysis.

b. Discuss with selected employers a position to be used for job training for disabled youth.

c. Explain to the employer the role of the job trainer on the job site. Assure the employer that the student will be accompanied by a school job trainer until performance data indicate that the trainer can begin to lessen intervention.

d. Discuss the duration of work experience, setting a firm limit on the number of weeks/days a student will be participating in the experience.

e. Discuss the Department of Labor's Trainee Regulations with the employer.

f. Discuss the responsibilities of the school job trainer, work site supervisor, and student.

g. Arrange transportation for the student to and from the job site. Transportation training should be part of the work training experience.

h. Establish a schedule for training experience. Set starting and ending dates for work experience.

i. Place student and implement a work experience and evaluation plan with support of the vocational job trainer on job site.

j. Lessen intervention as indicated by training data and continue to follow-up student performance by periodic on-site evaluation.

3. Dispersed Group Work Experience Training Model - A small group of four to eight students is placed in a community business setting with a full-time vocational training staff person and a paraprofessional training assistant. In this model, students are dispersed throughout the business setting to perform different duties, with the job trainer and trainer's assistant rotating around to each student to provide systematic training. This model makes intensive individual training difficult, as the trainers must move about the business location to provide training to different students at different times.

Students should be dispersed around the business location so that they are working alongside nonhandicapped employees rather than their handicapped school mates. When using this model, it is helpful, although not essential, for students to have had some experience with the targeted tasks before arriving at the work site. It may be helpful to stagger placements of students so that the trainer can provide acquisition training with one student before placing another student in another location in the work site.

Students should be 14 years or older or 16 years or older if specified by the employer. This model should be used if individual sites are not possible because of insufficient staffing. Payment of wages to students should be arranged in all situations in which the employer is obviously benefiting from the labor of the students.

To establish a community-based dispersed group work experience, the school vocational training representative will need to do the following:

a. Conduct a community analysis.

b. From the community analysis, identify large business settings which could accommodate a dispersed group of students for work experience training.

c. Discuss with selected employers the possibility of placing a small group of students in various locations throughout the company to perform different tasks.

d. Explain to the employer the training model, i.e., a vocational trainer and trainer's assistant rotating intervention with each student. Explain the importance of the proximity of nonhandicapped co-workers.

e. Discuss the duration of the training experience, setting a firm limit on the number of weeks/days students will be participating in the experience.

f. Discuss the Department of Labor Trainee Regulations.

g. Discuss the responsibilities of the school job trainer, assistant trainer, worksite supervisor, and student during the training experience.

h. Arrange transportation for students to and from the job site. Transportation training should be included as part of the work experience.

i. Establish a schedule for the training experience. Set starting and ending dates, days of the week, and hours for the training experience.

j. Place students in dispersed work locations and implement plan for work experience and evaluation.

k. Lessen intervention as indicated by training data. Continue to follow students' progress by periodic on-site evaluations.

4. Mobile Work Crew Model - A small group of four to eight students with a full-time trainer travels around to different sites to do work. Kinds of work may include grounds maintenance, yard work, painting, etc. The kinds of jobs are often very physical and in many cases outdoors, subject to weather conditions which is a dramatic difference from the sheltered environment of the school building.

The students primarily work together as a team with the teacher/trainer acting as a supervisor and trainer. Some community sheltered workshops operate mobile work crews as another source of contract revenue.

Mobile work crews are usually working as a separate crew from the usual business operations. Therefore, social interaction with nonhandicapped co-workers is often difficult to arrange.

Students recommended for this training option should be 16 to 18 years of age. This should not be a first vocational training experience for most disabled youth, as a good mobile work crew will require stamina and endurance.

The vocational training representative should run an ad in the classified section of the local newspaper to advertise mobile work crew services, listing jobs the crew will perform. Payment of wages should always be negotiated for mobile work crews as otherwise, free labor will be undercutting any contractual attempts of the local sheltered workshops who may offer such an option for adults.

To establish a mobile work crew, the school vocational training representative will need to do the following:

a. Conduct a community analysis.

b. From community analysis information, identify business settings which might be in need of landscaping or other work appropriate for a mobile work crew.

c. Contact selected employers to discuss the possibility of a small crew of workers doing outside jobs.

d. Run ads in the local newspaper advertising landscaping, painting, yard work, etc.

e. Establish rates of pay for work. Contact the local sheltered workshop for assistance and the local rehabilitation center, if necessary.

f. Arrange transportation for getting to and from work.

g. Provide systematic training on work sites with gradual lessening of trainer intervention based on intervention data.

5. Small Group Enclave Model - A small group of four to eight students is placed in a community business setting with a full-time vocational training professional and a paraprofessional training assistant. In this model, students are placed as a unit of workers within the company to perform a specified task or a set of tasks. Its complement in the community is the sheltered enclave as an employment option for individuals for whom independent placement in competitive employment is not the best option for successful placement. The vocational trainer and trainer's assistant work with the students as a group and are thus able to provide closer training intervention and monitoring than with the dispersed group model.

The small enclave of workers should be placed in the business site to get maximum interaction with nonhandicapped co-workers. Because it is a group of disabled workers, and there is full-time supervision by school training staff, it will be difficult to achieve normal integration into the work environment. However normal social interaction should be encouraged whenever possible.

Students recommended for this training should be 14 years and older, or 16 years and older if specified by the employer in the business setting. Otherwise this option should be selected in place of the aforementioned options only if staffing is inadequate for the less restrictive training options. This model is also a good work experience for younger students, 14 to 16, to prepare them for more independent placements after age 16.

In this model, as with all others, wages should be arranged in all situations in which the employer is obviously benefiting from the labor of the student enclave. Payment of wages may be arranged by establishing a piece rate, subminimum wage agreement, or an amount for a certain amount of work done based on what nonhandicapped workers would be paid for the same amount of work. (See Department of Labor Regulations in Appendix D.)

To establish a community-based small group enclave the school vocational training representative will need to do the following:

a. Conduct a community analysis.

b. From the community analysis, identify medium to large business settings which might accommodate a small group of students to function in an enclave model to perform a specific function within the business, e.g., packaging products, sorting returned items, handling special processing needs, etc.

c. Discuss with the selected employers the possibility of placing a group of students as a small special crew to perform some needed function within the company.

d. Explain to the employer the training model, i.e., that there would be a trainer and a trainer's assistant working with the group of students on a full-time basis.

e. Discuss Department of Labor Wage and Hour Regulations with the employer (see Appendix D).

f. Discuss the responsibilities and duties of the school job trainer, work site supervisor, and student work crew.

g. Arrange transportation for students to and from work site. Transportation training should be included as part of the work experience.

h. Establish schedule for training experience. Set starting and ending dates for work experience.

i. Place students and implement the plan for work experience training and evaluation.

In-School Work Training Model

It may not be possible for all students needing community-based work experience to be placed in community training sites at the same time. To provide relevant training for younger students who are waiting in line for opportunities for community training, an in-school training experience can be beneficial. Everyday operations of the school building or a central office building can provide training opportunities in work skills for handicapped students who need actual practice performing work tasks. Almost every school runs a school cafeteria in which food preparation, dish washing, and busing jobs can be identified. The vocational training representative will need to approach the school administration in order to get approval for students to participate in food services operations. Other jobs to look for include custodial, clerical, and grounds maintenance. Here again, displacement of school employees needs to be avoided. One way to avoid displacing a worker is to involve the school employee who normally performs the work as a job trainer/work supervisor to work with the handicapped student. All arrangements must be cleared through the school administration before any in-school work training program can be implemented.

Using an in-school training model should not be considered a substitute for community-based work experience, but rather a preliminary step to actual work experience in the community. An in-school program will always be a sheltered alternative which will not be able to duplicate the demands of the real work environment. Students starting in an in-school training experience should move into a community-based work experience by age 17 at the latest.

To establish an in-school work experience, the school vocational training representative will need to do the following:

a. Analyze jobs in the school or the central office setting.

b. Discuss with immediate supervisor plans for in-school work training program.

c. Write formal program plans to present to key administrators.

d. Once approved, notify parents of the new work training program.

e. Schedule students for work routines with specific duties.

f. Place one or two students in work situations and provide careful and systematic training. Lessen intervention in training as indicated by training data, then place another student, and so on.

g. Once all students are placed, the work experience teacher should rotate to all of the students and provide training and on-going evaluation to monitor their progress.

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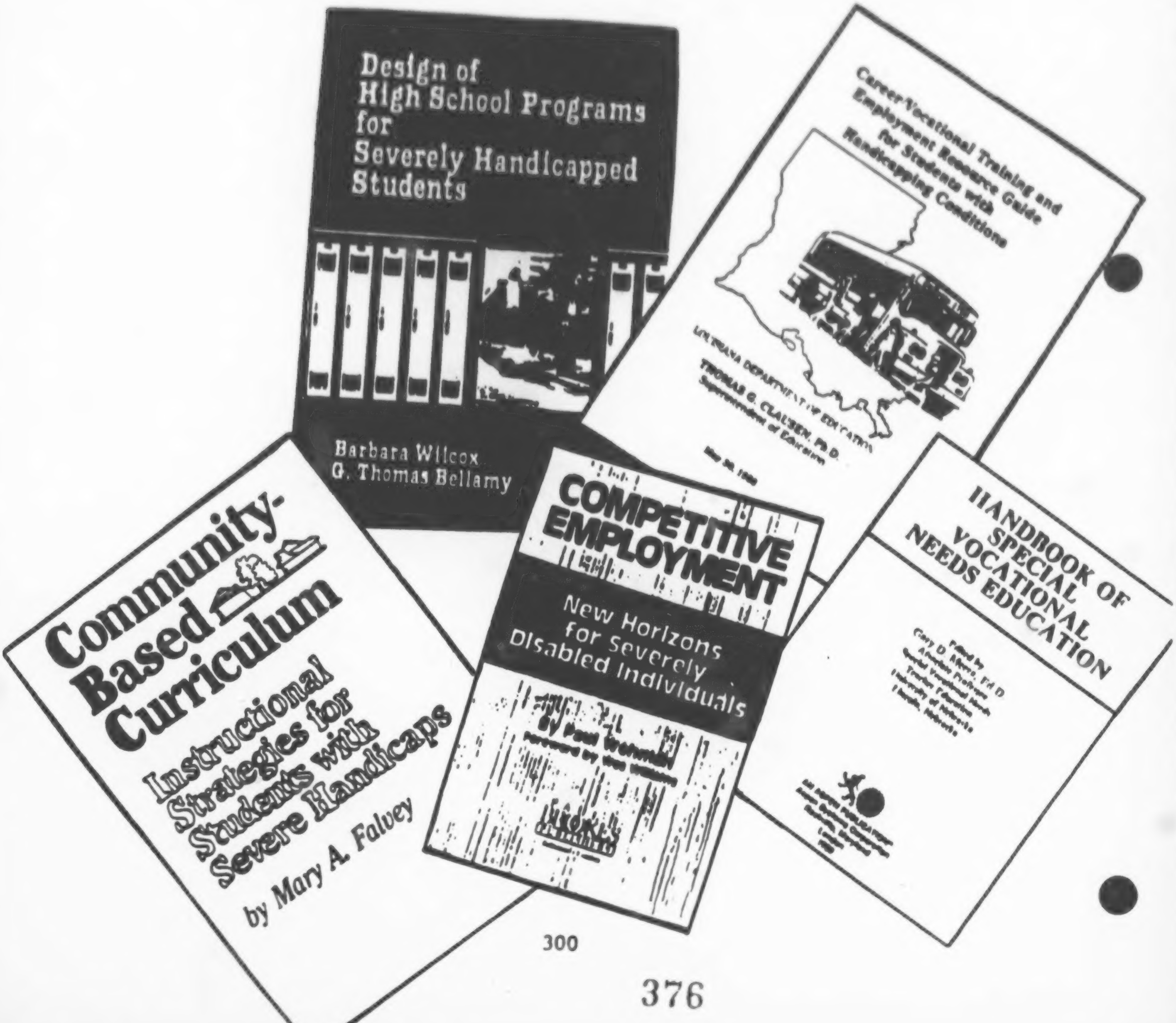

Design of High School Programs for Severely Handicapped Students

Barbara Wilcox
G. Thomas Bellamy

Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions

Louisiana Department of Education
Thomas G. Clausen, Ph.D.
Superintendent of Education

Community-Based Curriculum
Instructional Strategies for Students with Severe Handicaps
by Mary A. Falvey

COMPETITIVE EMPLOYMENT
New Horizons for Severely Disabled Individuals
By Paul Wehman

HANDBOOK OF SPECIAL VOCATIONAL NEEDS EDUCATION
Edited by
Gary D. Meers, Ed.D.

APPENDIX A

VOCATIONAL ASSESSMENT FORMS AND INFORMATION

APPENDIX A

VOCATIONAL ASSESSMENT FORMS AND INFORMATION (EXAMPLES)

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APPENDIX A-1
EXAMPLE OF STUDENT INTERVIEW FORM

Student's Name: ______________________________ Date: ______________

Parent/Guardian's Name: ____

Address: _____________________________ Phone Number: _______________

1. In what kind of high school program would you enjoy participating?
   Classes preparing for college ____
   Classes to which basic reading, math, writing, and world or work skills are taught ____
   ½-day classes and ½-day work for school credit ____

2. What kind of skills would you like to learn in school? (e.g., math, reading, writing, spelling, job seeking skills, job keeping skills, specific work skills)

   Please list: ____

   ____

   ____

   ____

   If a ½-day class ½-day work program were recommended for you during high school, would you consider such a program?

   Yes ____ No ____

3. What do you see yourself doing after high school? (circle one)

   College
   Junior College
   Military
   Trade School/Vocational Technical School
   Skilled employment (e.g., mechanic, welder, carpenter)
   ____
   Semiskilled employment (e.g., grocery store, restaurant, factory, construction labor) ____________________________
   Other __________________________________

4. List two jobs that you think you would be successful in and enjoy.

   ____

   ____

5. Provide any additional information that may be useful in planning and preparing for your future career.

____

____

____

6. Person conducting the interview: ____________________

____
(date)

APPENDIX A-1
EXAMPLE OF STUDENT INTERVIEW FORM

Name: ______________________ School: ______________________

Date: __________ Grade: ____________ Birthdate: ____________

Student's Expectations:

1. What do you plan to do after high school? (Circle one)

   College
   Junior College
   Military Service
   Trade School/Vocational Technical School
   Skilled Employment
   Semi-Skilled Employment
   Other ____

2. Are you working toward a diploma or a certificate of achievement in high school?

   ____

3. What job skills would you like to learn in school? Please list.

   ____

   ____

   ____

4. Have you had any previous work training (e.g., training provided by parent, relative, friend, teacher)? Please list.

   ____

   ____

   ____

5. What would you like to do if you could do anything you wanted to do?

   ____

   ____

   ____

6. What might prevent you from doing this?

7. What are some hobbies you like to do?

8. Do you belong to any clubs? What are they?

9. Provide any additional information that may be useful in planning and preparing for your future career.

Person conducting the interview: ______________________

____
(date)

APPENDIX A-1
EXAMPLE OF STUDENT INTERVIEW FORM

Name: ______________________ School: ______________________
Date: __________ Grade: ___________ Birthdate: _____________

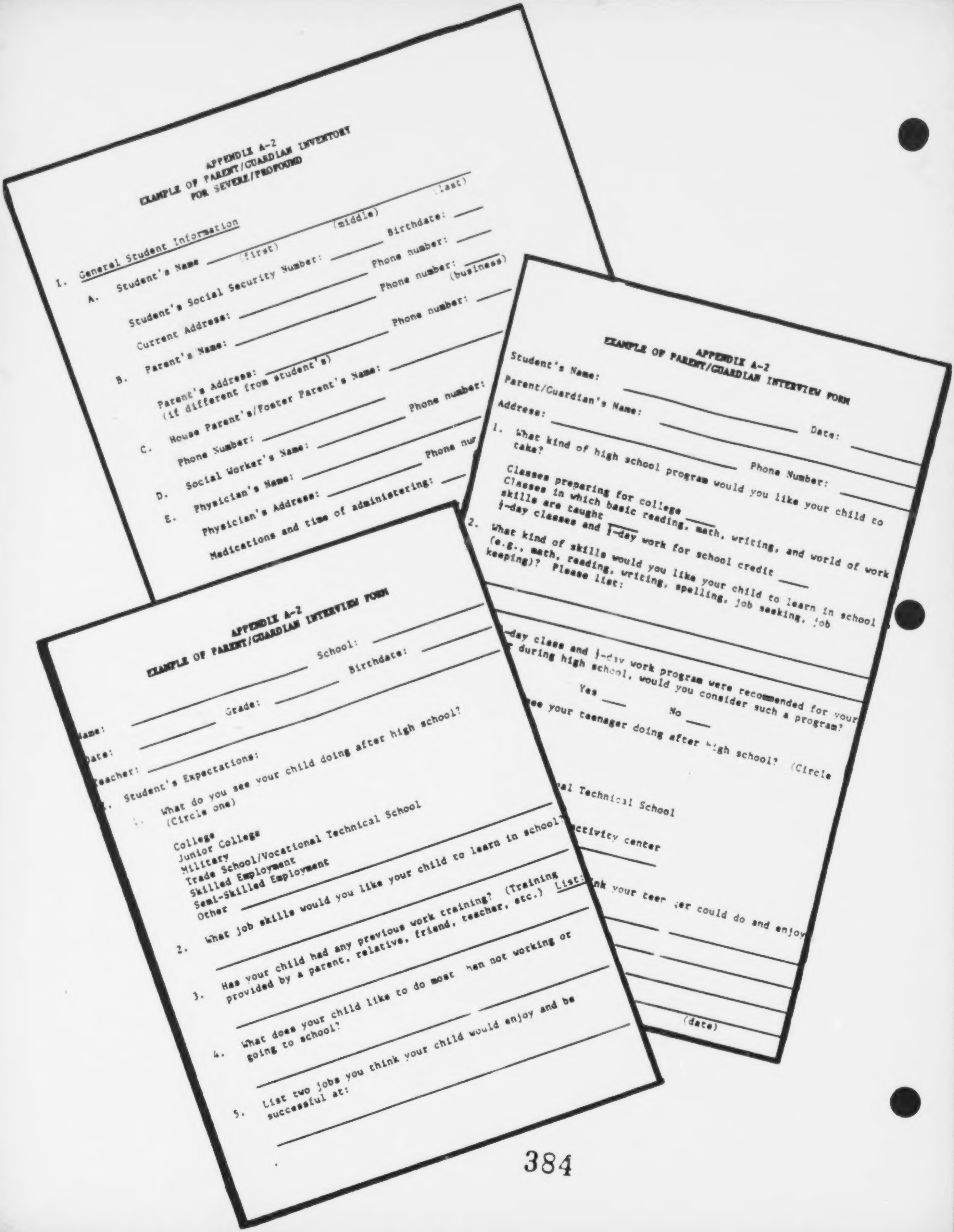
I. STUDENT'S ATTITUDE & PERSONAL KNOWLEDGE: Indicate the one that describes you best by putting a check mark in the right box.

Most of the time	Sometimes	Seldom	
			Dependable
			Punctual
			Even-tempered
			Completes tasks
			Well-groomed
			Likes to work with others
			Likes to work alone
			Likes to learn something new
			Daily chores/responsibilities at home

II. STUDENT'S PREFERRED WORKING CONDITIONS:

Think carefully about the following working conditions described in the eleven items listed. Each group lists work conditions that are very different. Check the working condition in each category from the left to right that you would prefer.

1. ___ Indoors ___ Outdoors
2. ___ With people ___ With things ___ With ideas
3. ___ Moving around ___ Sitting/standing still
4. ___ Busy place ___ Quiet place
5. ___ Wear uniform ___ Dress clothes ___ Casual clothes
6. ___ Same task ___ Different tasks
7. ___ Unskilled ___ Semi-skilled ___ Skilled
8. ___ Supervised ___ Unsupervised
9. ___ Dirty ___ Neat and Clean
10. ___ One place ___ Travel
11. ___ Daytime ___ Nighttime



APPENDIX A-2
EXAMPLE OF PARENT/GUARDIAN INVENTORY
FOR SEVERE/PROFOUND

I. General Student Information

A. Student's Name ______ (first) ______ (middle) ______ (last)

Birthdate: ______

Student's Social Security Number: ______ Phone number: ______

Current Address: ______ Phone number: ______ (business)

B. Parent's Name: ______ Phone number: ______

Parent's Address: ______ (if different from student's)

C. House Parent's/Foster Parent's Name: ______

Phone Number: ______ Phone number: ______

D. Social Worker's Name: ______ Phone nu

E. Physician's Name: ______

Physician's Address: ______

Medications and time of administering: ______

APPENDIX A-2
EXAMPLE OF PARENT/GUARDIAN INTERVIEW FORM

Student's Name: ______

Parent/Guardian's Name: ______

Address: ______ Date: ______

Phone Number: ______

1. What kind of high school program would you like your child to take?

Classes preparing for college ____

Classes in which basic reading, math, writing, and world of work skills are taught ____

½-day classes and ½-day work for school credit ____

2. What kind of skills would you like your child to learn in school (e.g., math, reading, writing, spelling, job seeking, job keeping)? Please list:

-day class and ½-day work program were recommended for your
during high school, would you consider such a program?

Yes ____ No ____

ee your teenager doing after high school? (Circle

al Technical School

ctivity center

nk your teenager could do and enjoy

(date)

APPENDIX A-2
EXAMPLE OF PARENT/GUARDIAN INTERVIEW FORM

ame: ______ School: ______

ate: ______ Grade: ______ Birthdate: ______

eacher: ______

. Student's Expectations:

1. What do you see your child doing after high school? (Circle one)

College
Junior College
Military
Trade School/Vocational Technical School
Skilled Employment
Semi-Skilled Employment
Other ______

2. What job skills would you like your child to learn in school? List:

3. Has your child had any previous work training? (Training provided by a parent, relative, friend, teacher, etc.)

4. What does your child like to do most hen not working or going to school?

5. List two jobs you think your child would enjoy and be successful at:

APPENDIX A-2
EXAMPLE OF PARENT/GUARDIAN INTERVIEW FORM

Name: ______________________________ School: ___________________

Date: _____________ Grade: ___________ Birthdate: ____________

Teacher: ____

I. Student's Expectations:

1. What do you see your child doing after high school? (Circle one)

   College
   Junior College
   Military
   Trade School/Vocational Technical School
   Skilled Employment
   Semi-Skilled Employment
   Other ____

2. What job skills would you like your child to learn in school?

   ____

3. Has your child had any previous work training? (Training provided by a parent, relative, friend, teacher, etc.) List:

   ____

4. What does your child like to do most when not working or going to school?

   ____

5. List two jobs you think your child would enjoy and be successful at:

   ____

II. Student's Attitude & Self Knowledge

Indicate the ones that describe your child best.

Most of the time	Sometimes	Never	
			Dependable
			Punctual
			Patient
			Even-tempered
			Completes tasks
			Well-groomed
			Likes to work with others
			Likes to work alone
			Likes to learn something new
			Daily chores/responsibilities at home

PARENT'S NAME: ______________________________

INTERVIEWER'S NAME: ______________________________

____
(date)

APPENDIX A-2

EXAMPLE OF PARENT/GUARDIAN INTERVIEW FORM

Student's Name: ______________________________ Date: ____________

Parent/Guardian's Name: ______________________________________

Address: ______________________________ Phone Number: ____________

1. What kind of high school program would you like your child to take?

   Classes preparing for college _____
   Classes in which basic reading, math, writing, and world of work skills are taught _____
   ½-day classes and ½-day work for school credit _____

2. What kind of skills would you like your child to learn in school (e.g., math, reading, writing, spelling, job seeking, job keeping)? Please list:

   ____

   ____

3. If a ½-day class and ½-day work program were recommended for your teenager during high school, would you consider such a program?

   Yes ____ No ____

4. What do you see your teenager doing after high school? (Circle one)

   College
   Junior College
   Military
   Trade School/Vocational Technical School
   Skilled employment
   Semi-skilled employment
   Sheltered workshop/work activity center
   Other ______________________________

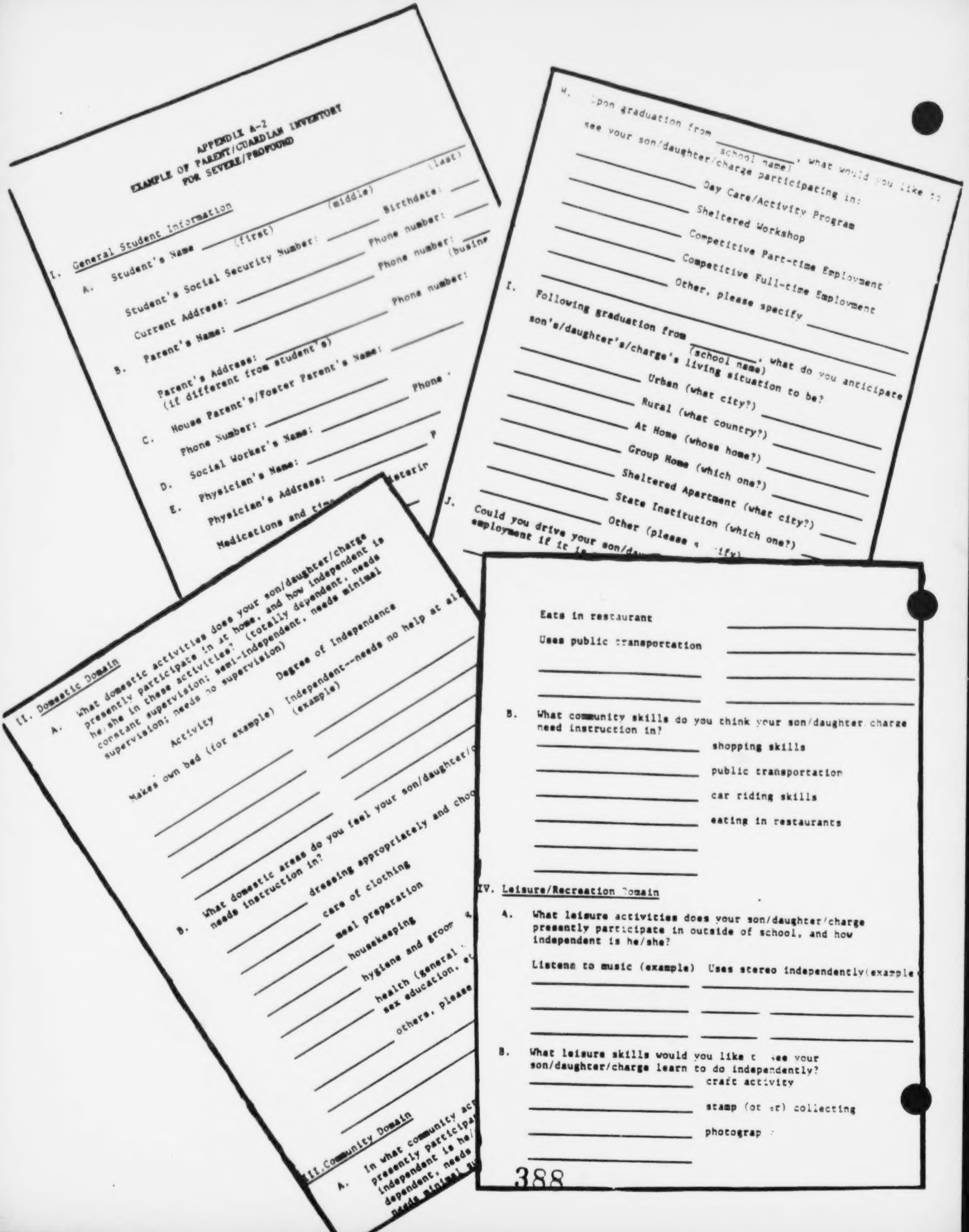
5. List two jobs at which you think your teenager could do and enjoy.

   ____

   ____

Parent's Signature: ______________________________

____
(date)



APPENDIX A-2
EXAMPLE OF PARENT/GUARDIAN INVENTORY
FOR SEVERE/PROFOUND

I. General Student Information

A. Student's Name ____ (first) ____ (middle) ____ (last)

Student's Social Security Number: ____ Birthdate: ____

Current Address: ____ Phone number: ____

Parent's Name: ____ Phone number: ____ (busine

B. Parent's Address: ____ Phone number:
(if different from student's)

House Parent's/Foster Parent's Name: ____

C. Phone Number: ____ Phone ·

D. Social Worker's Name: ____

E. Physician's Name: ____ P

Physician's Address: ____ Meterir

Medications and time

H. Upon graduation from ____ (school name), what would you like to see your son/daughter/charge participating in:

____ Day Care/Activity Program
____ Sheltered Workshop
____ Competitive Part-time Employment
____ Competitive Full-time Employment
____ Other, please specify ____

I. Following graduation from ____ (school name), what do you anticipate son's/daughter's/charge's living situation to be?

____ Urban (what city?) ____
____ Rural (what country?) ____
____ At Home (whose home?) ____
____ Group Home (which one?) ____
____ Sheltered Apartment (what city?) ____
____ State Institution (which one?) ____
____ Other (please s ify) ____

J. Could you drive your son/dau
employment if it is

II. Domestic Domain

A. What domestic activities does your son/daughter/charge presently participate in at home, and how independent is he/she in these activities? (totally dependent, needs constant supervision; semi-independent, needs minimal supervision; needs no supervision)

Activity	Degree of Independence
Makes own bed (for example)	Independent--needs no help at al (example)
____	____
____	____
____	____

B. What domestic areas do you feel your son/daughter/c needs instruction in?

____ dressing appropriately and choo
____ care of clothing
____ meal preparation
____ housekeeping
____ hygiene and groom
____ health (general sex education, et
____ others, please

III. Community Domain

A. In what community ac presently participa independent is he/ dependent, needs needs minimal su

---

Eats in restaurant ____
Uses public transportation ____
____ ____
____ ____

B. What community skills do you think your son/daughter/charge need instruction in?

____ shopping skills
____ public transportation
____ car riding skills
____ eating in restaurants
____
____

IV. Leisure/Recreation Domain

A. What leisure activities does your son/daughter/charge presently participate in outside of school, and how independent is he/she?

Listens to music (example) Uses stereo independently(example
____ ____
____ ____ ____
____ ____ ____

B. What leisure skills would you like t see your son/daughter/charge learn to do independently?

____ craft activity
____ stamp (ot er) collecting
____ photograp
____

APPENDIX A-2
EXAMPLE OF PARENT/GUARDIAN INVENTORY FOR SEVERE/PROFOUND

I. General Student Information

A. Student's Name ______________________________
(first) (middle) (last)

Student's Social Security Number: ________ Birthdate: _____

Current Address: ____________________ Phone number: _____

B. Parent's Name: ____________________ Phone number: _____
(business)

Parent's Address: ____________________ Phone number: _____
(if different from student's)

C. House Parent's/Foster Parent's Name: ____________________

Phone Number: ____________________

D. Social Worker's Name: ______________ Phone number: _______

E. Physician's Name: ______________________________

Physician's Address: ______________ Phone number: _______

Medications and time of administering: ____________________

____

____

F. Teacher's Name: ______________________________

G. What type(s) of communication system(s) does your child use?

__________ verbal

__________ sign language

__________ picture book

__________ written message

__________ gestures

__________ other, please specify

____

____

H. Upon graduation from ____________, what would you like to
(school name)
see your son/daughter/charge participating in:

__________________ Day Care/Activity Program

__________________ Sheltered Workshop

__________________ Competitive Part-time Employment

__________________ Competitive Full-time Employment

__________________ Other, please specify ______________

____

I. Following graduation from __________, what do you anticipate
(school name)
son's/daughter's/charge's living situation to be?

__________________ Urban (what city?) ______________

__________________ Rural (what country?) ______________

__________________ At Home (whose home?) ______________

__________________ Group Home (which one?) ____________

__________________ Sheltered Apartment (what city?) _____

__________________ State Institution (which one?) ______

__________________ Other (please specify) ____________

J. Could you drive your son/daughter/charge to his/her place of employment if it is necessary?

__________________ If yes, would you drive up to 20 miles one way, if needed, on a daily basis? Comments regarding transportation to and from work:

____

____

II. Domestic Domain

A. What domestic activities does your son/daughter/charge presently participate in at home, and how independent is he/she in these activities? (totally dependent, needs constant supervision; semi-independent, needs minimal supervision; needs no supervision)

Activity	Degree of Independence
Makes own bed (for example)	Independent--needs no help at all (example)
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

B. What domestic areas do you feel your son/daughter/charge needs instruction in?

____________ dressing appropriately and choosing clothes

____________ care of clothing

____________ meal preparation

____________ housekeeping

____________ hygiene and grooming

____________ health (general well-being, simple first aid, sex education, etc.)

____________ others, please specify ____________

____

____

III. Community Domain

A. In what community activities does your son/daughter/charge presently participate when away from school, and how independent is he/she in these activities? (totally dependent, needs constant supervision; semi-independent, needs minimal supervision; needs no supervision)

Activity	Degree of Independence
Goes to grocery store	____________________

Eats in restaurant ______________________

Uses public transportation ______________________

______________________ ______________________

______________________ ______________________

B. What community skills do you think your son/daughter/charge need instruction in?

______________________ shopping skills

______________________ public transportation

______________________ car riding skills

______________________ eating in restaurants

____

____

IV. Leisure/Recreation Domain

A. What leisure activities does your son/daughter/charge presently participate in outside of school, and how independent is he/she?

Listens to music (example) Uses stereo independently(example)

______________________ ______________________

______________________ ______________________

______________________ ______________________

B. What leisure skills would you like to see your son/daughter/charge learn to do independently?

______________________ craft activity

______________________ stamp (other) collecting

______________________ photography

____

APPENDIX A-3
EXAMPLE OF LEVEL I TEACHER INFORMATION FORM

Name: ______________________________ Address: ____________________

Telephone: __________ Sex: __ Birthdate: ____ SS#: __________

School: ______________ District: ________________ Race: _______

Name and identity of person doing the reporting: _________________

____________________________________ Date of Report: ___________

Academic

Test: __________________ Date of Test: _____________ CA: ________

Reading: Grade Level _______________

Strengths (use I.E.P.) ____

*Limitations (use I.E.P.)

Math: Grade Level __________________

Strengths (use I.E.P.) ____

*Limitations (use I.E.P.) _____________________________________

Written Expression: Grade Level ____

Strengths (use I.E.P.) ____

*Limitations (use I.E.P.) _____________________________________

*Limitations refers to areas in which the student will need accommodations or assistance of some kind.

Check most appropriate answer.

Does the student learn language better from _____ hearing words spoken or from _____ seeing words written on a blackboard?

Does the student learn math better from _____ hearing numbers, _____ oral explanations or from _____ seeing numbers written down?

Does the student learn best by _____ experience, involvement in activities, _____ self-involvement, or through a _____ combination of stimuli?

Does this student seek to handle, touch, and work with what he/she is learning? ___ yes ___ no?

Does the student express him/herself better _____ orally or in _____ writing?

Does the student learn best _____ individually or in a _____ group?

Does the student exhibit an ability to learn skills from repetition? _____ yes, _____ no?

___ little repetition ___ moderate repetition ___ much repetition

Sample Motivational Cues

List effective reinforcers for this student (e.g., oral approval, oral disapproval, teacher reinforcement, parental reinforcement, peer reinforcement, money, grades, tokens, freetime rewards).

____

List ineffective reinforcers: ______________________________

____

Communication (circle one)

A. Speech--(volume) soft moderate loud
(understandability) good poor covers mouth with hand

B. Eye contact: generally present occasionally hardly ever none

C. General Reaction to one-to-one situation: relaxed somewhat nervous quite tense

D. Relevance of Responses: pertinent to questions unrelated to questions
initially pertinent rambles

E. Initiative: initiates conversational topics responds to leader
answers briefly after direct question

F. General Attitude: polite sullen outgoing shy cooperative
uncooperative apparently motivated apathetic

Classroom Behaviors

1. Fails or refuses to complete assignments Yes ___ No ___
2. Fails to follow directions Yes ___ No ___
3. Fails to attend to tasks Yes ___ No ___
4. Careless about work quality Yes ___ No ___
5. Hesitates to attempt new learning tasks Yes ___ No ___

5. Hesitates to attempt new learning tasks Yes ___ No ___

APPENDIX A-3
EXAMPLE OF TEACHER INTERVIEW FORM

Student's Name: ____________________ School: ________________________

Exceptionality: _____________ Grade: _____ Birthdate: ______________

Teacher: ________________________________ Date: ______________

I. STUDENT'S EXPECTATIONS:

1. What kind of high school program is this student enrolled in? (may check more than one)

    Diploma
    Certificate of Achievement
    College Prep
    ½-Day Academic ½-Day Vocational

II. STUDENT'S ATTITUDE - (As you have observed in your class)

	Most of the time	Some times	Seldom, Rarely
A. Appearance - Cleanliness of body, clothing, shoes; appropriate grooming-hair, make-up, shave, etc.			
B. Personal Habits and Manners - Appropriate use of manners. Does not interrupt others; does not use loud or profane language.			
C. Attitude - Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates a sense of loyalty.			
D. Industriousness - Demonstrates interest and initiative and enthusiasm. Stays on task.			
E. Effort - Works to the best of his ability; applies self to task at hand; is cooperative, interested.			

	Most of the time	Some times	Seldom, Rarely
F. Self-criticism - Realistically views own ability to do task; can see own shortcomings, makes effort to improve.			
G. Criticism from others - Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H. Self-concept - Feels good about self; realistic about personal strengths and weaknesses; self confident; does not dwell on disabilities but tries to maximize strengths.			
J. Punctual - Arrives on time for class from breaks and in on time for appointments.			
K. Patient - Enduring calmly with little complaining.			
L. Likes to work with others.			
M. Likes to work alone.			
N. Likes to learn something new.			

A-3

EXAMPLE OF INITIAL STUDENT ASSESSMENT FORM FOR SEVERE/PROFOUND
(To be filled out by teacher/trainer)

I. Personal Data

A. Name:____
B. Address:______________________________________
C. Date of Birth:___________________________________
D. Parent/Guardian Name:_____________________________
E. Evaluation:__________ Date of Evaluation:__________

II. Description of Student

A. Disability:______________________________________
B. Medical Needs:___________________________________
C. Use of Upper Extremities:__________________________
____
D. Voluntary Head Control:___________________________
E. Use of Lower Extremities:__________________________
____
F. Mobility:_______________________________________
G. Vision/Hearing:__________________________________

III. Communication

A. Oral Speech

5	4	3	2	1
Intelligible strangers			Very difficult to to understand	

B. Alternative Communication Mode:_____________________
____
C. Follows multiple oral commands:_____________________

IV. Adaptive Behavior Skills:____________________________

A. Eating____ independent____ requires assistance____
B. Toileting____ independent____ requires assistance____
C. Dressing____ independent____ requires assistance____
D. Transportation Needs______automobile ______bus
______van w/lift ______ability to board independently
______requires assistance

V. Academic Information

A. Reading Skills:__________________________________
B. Math Skills:____________________________________

C. Perceptual/Learning Deficits: ______________________________

____

D. Manages/Tells Time: ______________________________

E. Manages/Uses Money: ______________________________

F. Communicates Personal Data: ______________________________

VI. Student Work Interest

A. Jobs stated as desirable: ______________________________

____

B. Jobs stated as undesirable: ______________________________

____

C. Expressed feelings about work: ______________________________

____

D. Limitations stated concerning work: ______________________________

____

E. Past work history: ______________________________

____

VII. Related Vocational Skills

A. Social Skills 1. with teachers/therapists in authority role: __________

____

2. with peers: ______________________________

____

3. with family: ______________________________

B. Appearance/Grooming: ______________________________

____

C. Describe any positive social or inappropriate behaviors:

____

D. Limitations stated concerning work: ______________________________

____

E. Past work history: ______________________________

____

VII. Related Vocational Skills

A. Social Skills 1. with teachers/therapists in authority role: __________

____

2. with peers: ______________________________

____

3. with family: ______________________________

B. Appearance/Grooming: ______________________________

____

C. Describe any positive social or inappropriate behaviors:

____

D. Generalization of skills from one task to another similar task: ____________________

E. Perseveration/Distractibility: ____________________

F. Uses the following equipment ____________________

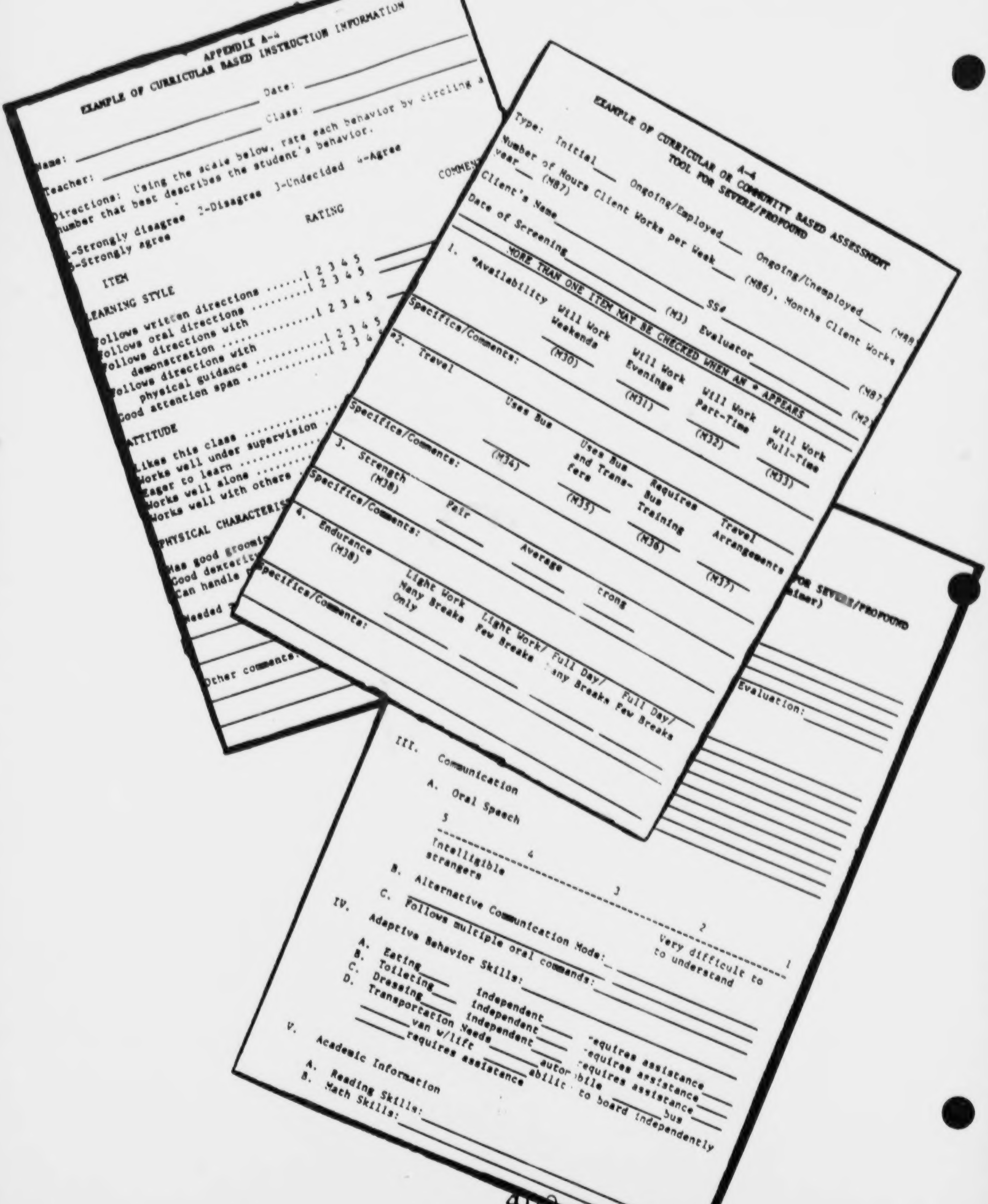
G. Types of prompts needed for learning: ____________________

H. Attendance/Prompting: ____________________

I. Endurance/Physical Strength: ____________________

J. Speed of manipulation/operation of materials/equipment: ____________________

VIII. Other Pertinent Information: ____________________



APPENDIX A-4
EXAMPLE OF CURRICULAR BASED INSTRUCTION INFORMATION

Name: ______ Date: ______

Teacher: ______ Class: ______

Directions: Using the scale below, rate each behavior by circling a number that best describes the student's behavior.

1-Strongly disagree 2-Disagree 3-Undecided 4-Agree
5-Strongly agree

ITEM RATING COMMENTS

LEARNING STYLE

Follows written directions 1 2 3 4 5
Follows oral directions 1 2 3 4 5
Follows directions with
demonstration 1 2 3 4 5
Follows directions with
physical guidance 1 2 3 4 5
Good attention span 1 2 3 4

ATTITUDE

Likes this class ....
Works well under supervision .
Eager to learn ....
Works well alone ....
Works well with others .

PHYSICAL CHARACTERIS

Has good groomi
Good dexterit
Can handle

Needed

Other comments:

A-4
EXAMPLE OF CURRICULAR OR COMMUNITY BASED ASSESSMENT
TOOL FOR SEVERE/PROFOUND

Type: Initial___ Ongoing/Employed___ Ongoing/Unemployed___ (M88)

Number of Hours Client Works per Week___ (M86), Months Client Works year___ (M87)

Client's Name______ SS#______ (M87)

Date of Screening______ (M3) Evaluator______ (M2)

MORE THAN ONE ITEM MAY BE CHECKED WHEN AN * APPEARS

1. *Availability
Will Work Weekends (M30)
Will Work Evenings (M31)
Will Work Part-Time (M32)
Will Work Full-Time (M33)

Specifics/Comments:

*2. Travel
Uses Bus (M34)
Uses Bus and Trans-fers (M35)
Requires Bus Training (M36)
Travel Arrangements (M37)

Specifics/Comments:

3. Strength (M38)
Fair
Average
trong

Specifics/Comments:

4. Endurance (M38)
Light Work Many Breaks Only
Light Work/ Few Breaks
Full Day/ any Breaks
Full Day/ Few Breaks

Specifics/Comments:

OR SEVE/PROFOUND
iner)

Evaluation:

III. Communication

A. Oral Speech

5 ---------- 4 ---------- 3 ---------- 2 ---------- 1
Intelligible strangers — Very difficult to to understand

B. Alternative Communication Mode:______

C. Follows multiple oral commands:______

IV. Adaptive Behavior Skills:______

A. Eating____ independent____ requires assistance____
B. Toileting____ independent____ requires assistance____
C. Dressing____ independent____ requires assistance____
D. Transportation Needs ______automobile ______bus
______van w/lift ______ability to board independently
______requires assistance

V. Academic Information

A. Reading Skills:______
B. Math Skills:______

APPENDIX A-4
EXAMPLE OF CURRICULAR BASED INSTRUCTION INFORMATION

Name: ______________________ Date: ____________________

Teacher: ___________________ Class: ____________________

Directions: Using the scale below, rate each behavior by circling a number that best describes the student's behavior.

1-Strongly disagree 2-Disagree 3-Undecided 4-Agree
5-Strongly agree

ITEM	RATING	COMMENTS
LEARNING STYLE		
Follows written directions	1 2 3 4 5	____________
Follows oral directions	1 2 3 4 5	____________
Follows directions with demonstration	1 2 3 4 5	____________
Follows directions with physical guidance	1 2 3 4 5	____________
Good attention span	1 2 3 4 5	____________
ATTITUDE		
Likes this class	1 2 3 4 5	____________
Works well under supervision	1 2 3 4 5	____________
Eager to learn	1 2 3 4 5	____________
Works well alone	1 2 3 4 5	____________
Works well with others	1 2 3 4 5	____________
PHYSICAL CHARACTERISTICS		
Has good grooming	1 2 3 4 5	____________
Good dexterity and coordination	1 2 3 4 5	____________
Can handle the job physically	1 2 3 4 5	____________

Needed modification:

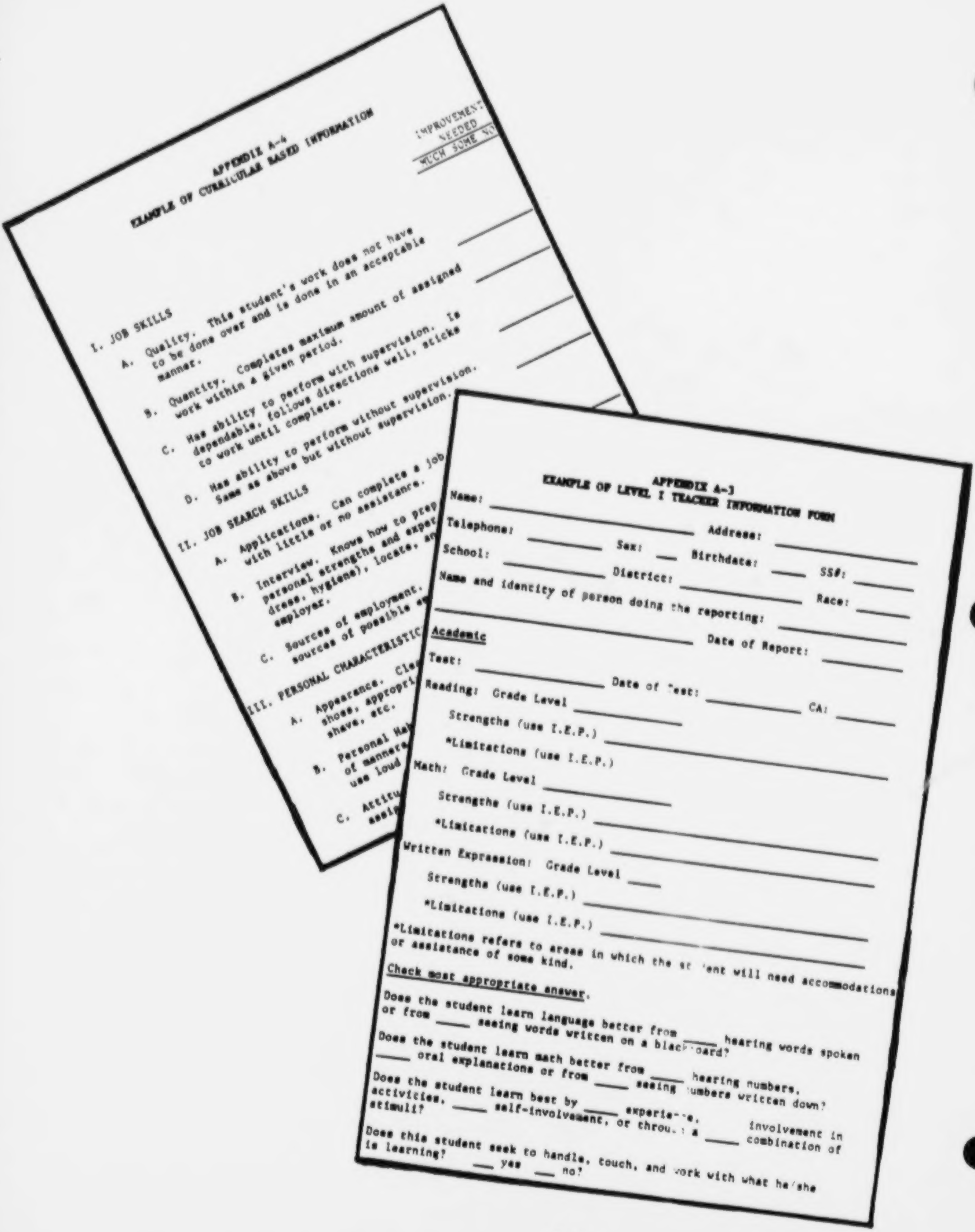
____

____

Other comments:

____

____



APPENDIX A-4
EXAMPLE OF CURRICULAR BASED INFORMATION

IMPROVEMENT NEEDED
MUCH SOME N

I. JOB SKILLS

A. Quality. This student's work does not have to be done over and is done in an acceptable manner. ____

B. Quantity. Completes maximum amount of assigned work within a given period. ____

C. Has ability to perform with supervision. Is dependable, follows directions well, sticke to work until complete. ____

D. Has ability to perform without supervision. Same as above but without supervision. ____

II. JOB SEARCH SKILLS

A. Applications. Can complete a job with little or no assistance.

B. Interview. Knows how to prep personal strengths and exper dress, hygiene), locate, an employer.

C. Sources of employment. sources of possible e

III. PERSONAL CHARACTERISTIC

A. Appearance. Cle shoes, appropri shave, etc.

B. Personal Hab of manners use loud

C. Attitu assig

APPENDIX A-3
EXAMPLE OF LEVEL I TEACHER INFORMATION FORM

Name: ________________ Address: ____________

Telephone: ________ Sex: __ Birthdate: ____ SS#: ______

School: ________ District: __________ Race: ______

Name and identity of person doing the reporting: ____________

________________ Date of Report: ________

Academic

Test: __________ Date of Test: ________ CA: ______

Reading: Grade Level ________

Strengths (use I.E.P.) ________________

*Limitations (use I.E.P.) ________________

Math: Grade Level ________

Strengths (use I.E.P.) ________________

*Limitations (use I.E.P.) ________________

Written Expression: Grade Level ___

Strengths (use I.E.P.) ________________

*Limitations (use I.E.P.) ________________

*Limitations refers to areas in which the student will need accommodations or assistance of some kind.

Check most appropriate answer.

Does the student learn language better from ____ hearing words spoken or from ____ seeing words written on a blackboard?

Does the student learn math better from ____ hearing numbers, ____ oral explanations or from ____ seeing numbers written down?

Does the student learn best by ____ experience, ____ involvement in activities, ____ self-involvement, or through a ____ combination of stimuli?

Does this student seek to handle, touch, and work with what he/she is learning? ___ yes ___ no?

APPENDIX A-4
EXAMPLE OF CURRICULAR BASED INFORMATION

IMPROVEMENT NEEDED
MUCH SOME NO

I. JOB SKILLS

A. Quality. This student's work does not have to be done over and is done in an acceptable manner. ______________

B. Quantity. Completes maximum amount of assigned work within a given period. ______________

C. Has ability to perform with supervision. Is dependable, follows directions well, sticks to work until complete. ______________

D. Has ability to perform without supervision. Same as above but without supervision. ______________

II. JOB SEARCH SKILLS

A. Applications. Can complete a job application with little or no assistance. ______________

B. Interview. Knows how to prepare for (review personal strengths and experience, grooming, dress, hygiene), locate, and interview with an employer. ______________

C. Sources of employment. Can list at least five sources of possible employment. ______________

III. PERSONAL CHARACTERISTICS

A. Appearance. Cleanliness of body, clothing, shoes, appropriate grooming, hair, make-up, shave, etc. ______________

B. Personal Habits and Manners. Appropriate use of manners, does not interrupt others, does not use loud or profane language. ______________

C. Attitude. Shows interest and enthusiasm for an assigned task. Accepts direction. ______________

		IMPROVEMENT NEEDED MUCH	SOME	NO
D.	Industriousness. Demonstrates interest and initiative, enthusiasm. Stays on task.			
E.	Effort. Works to the best of his ability; applies self to task at hand; is cooperative, interested.			
F.	Self-criticism. Realistically views own ability to do task; can see own shortcomings, makes effort to improve.			
G.	Criticism from others. Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H.	Self-Concept. Feels good about self; realistic about personal strengths and weaknesses, self-confident, does not dwell on disabilities but tries to maximize strengths.			
IV.	TIMING			
A.	Punctuality. Arrives on time for class, from breaks, and is on time for appointments.			
B.	Attendance. Has acceptable attendance record.			
C.	Mobility. Ability and willingness to get to work; ability to use public transportation if necessary; capable of arranging own mode of transportation to and from job.			

APPENDIX A-4
EXAMPLE OF CURRICULAR BASED INSTRUCTION INFORMATION

Name: ______________________________

Date of Birth: ______________________________

Present Grade: ______________________________

Pass/Fail History:

Place an F in the box if the student failed the grade, P if the student passed, and SP if the student was socially promoted. (There may be more than one year in each grade; if so, separate the years by slashes, ex. F/F/SP.)

K	1	2	3	4	5	6	7	8	9	10	11	12

Report grades from the previous years as well as the last reporting period.

Subject	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
Reading								
Math								
English								
Spelling								
P.E.								
Social St.								
Science								
Days Present								
Days Absent								
Days Tardy								

Report Last Available Standardized Test Scores:

Name of Test:

Date of Test:

Subtest	Percentiles	Equivalence	Stanines
Composite			
Total Reading			
Total Math			
Language Arts			
Social Studies			
Science			
Reference Manuals			

Disciplinary Action

Date	Cause	Action taken

A-4

EXAMPLE OF CURRICULAR OR COMMUNITY BASED ASSESSMENT TOOL FOR SEVERE/PROFOUND

Type: Initial____ Ongoing/Employed____ Ongoing/Unemployed____ (M88)

Number of Hours Client Works per Week____ (M86), Months Client Works year___ (M87)

Client's Name_________________________SS#______________________ (M87)

Date of Screening_______________ (M3) Evaluator_______________ (M2)

MORE THAN ONE ITEM MAY BE CHECKED WHEN AN * APPEARS

1.	*Availability	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
		________ (M30)	________ (M31)	________ (M32)	________ (M33)

Specifics/Comments:

*2.	Travel	Uses Bus	Uses Bus and Transfers	Requires Bus Training	Travel Arrangements
		________ (M34)	________ (M35)	________ (M36)	________ (M37)

Specifics/Comments:

3.	Strength (M38)	Fair	Average	Strong
		________	________	________

Specifics/Comments:

4.	Endurance (M38)	Light Work Many Breaks Only	Light Work/ Few Breaks	Full Day/ Many Breaks	Full Day/ Few Breaks
		________	________	________	________

Specifics/Comments:

5. Orienting (M40)	Small Area Only	Several	Building-wide	Building and Grounds
	______	______	______	______

Specific/Comments:

6. Mobility (M41)	Sit/Stand In One Area	Fair Ambulation	Stairs/ Minor Obstacles	Physical Abilities
	______	______	______	______

Specific/Comments:

7. Rate (M42)	Slow	Steady/ Average Paced Worker	Above Average Speed if Prompted	Fast Independent Worker
	______	______	______	______

Specifics/Comments:

8. Appearance (M43)	Unkempt	Just Clean	Neat and Clean	Dresses Well
	______	______	______	______

Specifics/Comments:

9. Communication (M44)	None	Some Key Words	Sentences (Impaired)	Sentences (Clear)
	______	______	______	______

Specific/Comments:

10. Interaction (M45)	Lower Few Interactions	Polite When Given Instruction	Can Interact Socially Infrequently	Can Interact Socially Frequently
	______	______	______	______

Specifics/Comments:

11.	Interfering Behavior	Many Unusual Behaviors	Unusual Behavior Infrequent	Minimum Interfering Behavior	

Specific/Comments:

12.	Attention To Tasks (M50)	Frequent Prompts Required	Intermittent Prompts/ High Supervision	Intermittent Prompts/ Low Supervision	Infrequent Prompts/ Low Supervision

Specific/Comments:

13.	Independent Task Sequencing (M51)	Performs 2-3 Tasks in Sequence	Performs 4-6 Tasks in Sequence	Performs More than 7 Tasks in Sequence

Specifics/Comments:

14.	Initiation (M52)	Always Seeks Works	Sometimes Volunteers	Rarely Volunteers	Avoids Next Task

Specific/Comments:

*15.	Adapting To Change	Learns New Tasks Easily	Accepts New Tasks	Is Confused By Change	Rigid Routine Required
		(M56)	(M57)	(M58)	(M59)

Specific/Comments:

16.	Reinforcement Needs (M60)	Frequently Required	Intermittent Sufficient	Infrequent Sufficient	Pay Check Sufficient

Specific/Comments:

17.	Family Support (M61)	Goes Out Of Way to Support Work	Somewhat Supportive of Work	Indifferent About Work	Negative About Work
		___	___	___	___

Specifics/Comments:

18.	Financial Situation (M62)	Financial Ramifications Not Obstacle	Requires Benefits	Avoids Work Due to SSI Disencentives	Unwilling To Give Up Financial Aid
		___	___	___	___

Specific/Comments:

19.	Functional Academics	Cannot Distinguish Supplies	Distinguishes Supplies	Simple Counting/ Number Work	Simple Reading/ Some Words
		___	___	___	___
		(M63)	(M64)	(M65)	(M66)

Specific/Comments:

20.	Time Awareness (M67)	Unaware of Time and Clock Function	Identifies Breaks and Lunch	Can Tell Time to the Hour	Can Tell Time in Hours and Minutes
		___	___	___	___

Specifics/Comments:

21. Benefits Client Needs: (M88)
0 = None 1 = Sick leave/Vacation/Medical 2 = Medical only 3 = Sick leave/Vacation time 4 = Medical/Dental/Vacation/Sick Leave 5 = Vacation only 6 = Sick only

CHECK ALL THAT CLIENT HAS BEEN OBSERVED TO BE PROFICIENT IN:

(M68)Bus Tables___
(M69)Food Prep___
(M70)Buffing___
(M71)Dusting___
(M72)Stocking___
(M73)Sweeping___
(M74)Assembly___
(M75)Vacuuming___
(M76)Restroom Cleaning___
(M77)Washing Equipment___
(M78)Dish Machine Use___
(M79)Mopping (Indus.)___
(M80)Food Line Supply___
(M81)Trash Disposal___
(M82)Food Serving___
(M83)Keeping Busy___
(M84)Clerical___
(M85)Other___
(M86)Pot Scrubbing___

Additional Comments___

APPENDIX A-5
VOCATIONAL INTEREST INVENTORIES

NAME/ADDRESS	DESCRIPTION	POPULATION	GROUP	IND	TIME
Becker Reading Free Vocational Interest Inv. Elbern Publications P.O. Box 9497 Columbus, OH 43209	Forced choice items. Revised into one format for males and females. Measures vocational preferences. Requires no reading.	MR 14 + or students who have difficulty in reading.	x	x	30-45 min.
California Occupational Preference System (COPS) Educational and Industrial Testing Service P.O. Box 7234 San Diego, CA 92107	3 Forms: COPS-1COPS-R Interest inventory in a variety of occupations. 168 items. Forced-choice items.	LD BD Grades 8-adult	x	x	60 min.
Career Awareness Inventory, (CAI) Scholastic Testing Service 480 Meyer Road Bensenville, IL 60106	Multiple choice. Written statements. Respond to pictures. Part I-identifies jobs and workers from pictures. Part 2 awareness of education requirements. Part 3-job families with specific workers.	Mildly handicapped. LD MR BD VI	x	x	60-90 min.
Picture Inventory Exploration Survey (PIES) Educational Achievement Corporation P.O. Box 7310 Waco, TX 76710	Nonreading format. Uses color slides, audio tape, and NCR student response sheets. Assesses interest levels in 13 vocational areas.	Ages 14+ Mild/Moderately handicapped All disabilities	x	x	40-50 min.

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NAME/ADDRESS	DESCRIPTION	POPULATION	GROUP	IND	TIME
Kuder General Interest Survey Science Research Associates Chicago, IL	Paper and pencil test. M/F Forms Tests include 114 occupational scales, 48 college major scales. Test student preference. Interest inventories.	LD BD PD VI HI	x	x	30 min.
Program for Assessing Youth Employment Skills (PAYES) Educational Testing Service The Cambridge Book Co. 888 Seventh Avenue New York, NY 10019	Assesses vocational interest, job readiness, attitudes, job knowledge and reasoning skills. Paper and pencil test. Unisex format. Administered orally. A counseling tool.	Dropouts Non-readers Ages 16-21	x small groups	x	untimed approx. 75 min.
Wide Interest-Opinion Test (WRITE) Justak Associates, Inc. 1526 Gilpin Avenue Wilmington, DE 19806	Measures strength of 18 vocational activity interest areas and 8 general attitude clusters. Reading ability is not required so instrument can be used with special education students who have difficulty in reading. Helps student and teacher with career planning. Grades 9-11	MR BD PD HI LD	x	x	approx. 1 hour
PRG Interest Inventory for the Blind Nevil Interagency Referral Service	Developed by Bauman to overcome students' tendency to answer based on what he/she can or cannot do rather than on his/her true interests. Inventory is based on jobs done and hobbies chosen by blind persons. Administered orally or by tape recording. Grades 10-12			x	N.A.

APPENDIX A-6
APTITUDE TESTS

NAME/ADDRESS	DESCRIPTION	POPULATION	ADMINISTRATION		
			GROUP	IND	TIME
APTICOM Model A-3 Vocational Research Institute Jewish Employment & Vocational Service 1700 Samson Street Ninth Floor Philadelphia, PA 11903	Computerized vocational interest inventory & multiple aptitude test battery. Measures 10 aptitudes as defined by the Department of Labor.	Mildly Handicapped Deaf, BD, Orthopedically Handicapped, LD		x	47 min.
Armed Services Vocational Aptitude Battery (ASVAB) Contact local military recruiter. Note: Test information and names and addresses of students are sent to the Department of Defense.	Paper and pencil test that measures 12 aptitudes: general information; numerical; attention to detail; work knowledge; arithmetic reasoning; spatial perception; math knowledge; electronic information; mechanical comprehension, general science; shop information; automotive information.	Mildly handicapped Grades 7-12 Deaf, physical, LD BD	x		3 hours
Bennett Hand-Tool Dexterity Test Psychological Corp. 757 Third Avenue New York, NY 10017	Manual dexterity with tools. Student uses wrenches and screwdriver to disassemble nuts and bolts, remove, and replace on a board.	All		x	5-15 min.

			ADMINISTRATION		
NAME/ADDRESS	DESCRIPTION	POPULATION	GROUP	IND	TIME
Bennett Mechanical Comprehension Test The Psychological Corp 757 Third Avenue New York, NY 10017	Mechanical: Similar to mechanical reasoning of DAT. Student answers questions about a picture.	EMR (some) Deaf Physical LD BD Requires 5th grade reading level. Test can be read to students.	x	x	30 min.
Career Ability Placement Survey (CAPS) Edits Publishers P.O. Box 7234 San Diego, CA 92107	Paper and pencil test that measures aptitudes, mechanical reasoning; verbal reasoning; numerical; language; word knowledge; perceptual speech and accuracy; manual speed and accuracy.	Deaf Blind (some) Physical LD BD Grade 8-12 with 6th grade reading level.	x	x	40 min.
Crawford Small Parts Dexterity Test The Pennsylvania Bi-manual Worksample Educational Test Bureau American Guidance Service Publishers Building Circle Pine, MN 55014	Fine eye-hand coordination using hand and finger dexterity. Two parts assemble nuts and bolts; disassemble.	Mildly handicapped Grades 8-12		x	15-20 min.
Differential Aptitude Test Battery (DAT) The Psychological Corp. 757 Third Avenue New York, NY 10017	Paper and pencil test that measures 9 aptitudes, verbal reasoning, numerical ability; abstract reasoning, clerical speed and accuracy; mechanical reasoning; spatial relations, spelling; language usage; general mental ability. Separate answer sheet.	Deaf Blind (some PD LD BD Grades 8-12 with 6th grade reading level.	x	x	4 hours

			ADMINISTRATION		
NAME/ADDRESS	**DESCRIPTION**	**POPULATION**	**GROUP**	**IND**	**TIME**
Flanagan Aptitude Classifiction Tests (FACTS) Science Research Associates 259 East Erie Street Chicago, IL 60611	Considered a successful predictor of vocational success of administered individually. Measures verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, language usage, and clerical aptitude.	HI Grades 9-12	x		
General Aptitude Test Battery (GATB) U.S. Employment Service Rehabilitation Services 14th Street & Constitution Avenue N.W. Washington, DC 20210	12 subtests, 8 paper and pencil 4 involving apparatus, that measure 9 aptitudes; general learning ability verbal; numerical; spatial perceptions clerical perception; motor coordination finger dexterity; manual dexterity.	Mildly handicapped MR HI VI PD LD BD		x	2½ hours
Ludlow Evaluation of Lifting and Carrying (LELAC) Vocational Evaluation Assoc. 6505 Lancot Hill Circle Austin, TX 78745	Lift and carry weight up to 120 lbs.	All disabilities	x	x	
MESA Microcomputer Evaluation Screening Assessment Valpar International 3801 East 34th Street Tuscon, AZ 85713	Collects 60 pieces of data on each individual. Pre-screen group testing device using a micro-computer.	Mildly handicapped	x	x	2½ hours

NAME/ADDRESS	DESCRIPTION	POPULATION	ADMINISTRATION		
			GROUP	IND	TIME
Minnesota Clerical Test Psychological Corp. 757 Third Avenue New York, NY 10017	Clerical: tests speed and accuracy in clerical tasks. Two parts: number and name checking.	ERM DEAF Physical LD BD	x	x	15 min.
Minnesota Rate of Manipulation Test American Guidance Service Publishers Building Circle Pines, MN 55014	Arm-hand dexterity. Wooden, colored discs are manipulated through several procedures: placing, turning, displacing and one-hand and two-hand turning.	ALL		x	20-30 min.
Minnesota Spatial Relations Tests American Guidance Service Publishers Building Circle Pines, MN 55014	Spatial perception. Four boards of various shapes. Place shapes in holes in all 4 boards.	All		x	20-30 min.
Revised Minnesota Paper Form Board Test	Form perception: 64 two dimensional diagrams. Students pick one of five figures that match the sample; timed test.	Deaf Physical LD BD	x	x	20 min.
Nonreading Aptitude Test Battery (NATB) U.S. Employment Service or Louisiana State Employment Service Office	Paper and pencil test similar to the GATB except this test does not include any math problems. Vocabulary items are presented orally.	Normed on disadvantaged who have difficulty reading Limited use for the physical handicapped	x	x	3½ hours
Purdue Pegboard Science Research Association 259 East Erie Chicago, IL 60610	Gross manual and finger dexterity: pegboard with 4 cups and 2 rows of 25 holes in which pins are inserted in a timed period.	All	X	X	10-15 min.

APPENDIX A-7
COMMERCIAL WORK SAMPLES

NAME/ADDRESS	DESCRIPTION	TARGET POPULATION	COMPLETION TIME	REPORTING	NORM BASE
BRODHEAD-GARRETT 4560 East 71st Street Cleveland, OH 44105	Phase I includes 18 work Samples packaged in large wooden cabinet.	All handicapped & disadvantaged	1 week	Standardized for recording scores and work behaviors	No data available
CHOICE-Carrels for Hands-On Individualized Career Education Career Research Corp. P.O. Box 151277 Salt Lake City, UT 84115	50 self-instructional carrels that combine occupational exploration and assessment through hands-on experience.	EMR Physical LD BD DEAF Blind	1-3 50 min. class periods per carrel	Minimal	Local norms should be developed
COATS-Comprehensive Occupational Assessment & Training System Prep., Inc. 1575 Parkway Avenue Trenton, NJ 08628	4 components: job matching, employability attitudes, work samples, and living skills. Separately packaged in portable containers. Three are 26 work samples packaged separately.	EMR LD BD Deaf Blind Physical	52 to 93 hours	Computer based printout, 4 page optional hand scored evaluation	Student norms on work samples
JEVS-Jewish Employment and Vocational Services Vocational Research Inst. 1700 Samson Street Ninth Floor Philadelphia, PA 19103	28 work samples grouped into 12 work groups. Each durable work sample packaged separately.	EMR LD BD Deaf Blind Physical	6-7 days	Standardized forms for all phases	Normed on 1100 clients

NAME/ADDRESS	DESCRIPTION	TARGET POPULATION	COMPLETION TIME	REPORTING	NORM BASE
TOOL TECHNOLOGY (MIND) Mind, Inc. 181 Main Street Norwalk, CT 06851	Videotape cartridge directs student through a work activity involving small tools.	All	Variable	Standardized forms for all phases	None
MICROTOWER International Center for the handicapped 340 East 24the Street New York, NY 10010	93 work samples grouped into 14 training areas.	All special educating students except TMR	3 weeks	Standardized forms for all phases	Clients
VALPAR Valpar International 3801 East 34th Street Tucson, AZ 87513	16 independent work samples all independent and individually packaged	General population industrially injured	About 1 hour per work sample	Separate form for each work sample	6 different groups MTM
VALPAR #17 Valpar International 3801 East 34th Street Tuscon, AZ 87513	11 assessment techniques using different formats. Each of the 5 areas packaged	MR	5 ½ hours	Standardized forms for recording and scoring	"Research Norms"
McCarron Dial Work Evaluation System (MDWES) McCarron-Dial Systems P.O. Box 45628 Dallas, TX 75245	Grouped into 6 factors each in separate brief case-like kits	EMR Deaf TWR LD BD Blind Physical	2 weeks recommended	Profile of results and recommendations computerized report	Several groups of handicap clients

NAME/ADDRESS	DESCRIPTION	TARGET POPULATION	COMPLETION TIME	REPORTING	NORM BASE
Singer Singer Education Division Career Systems 80 Commerce Drive Rochester, NY 14623	24 work samples each independent and self-contained in a carrel.	Special needs population	2½ hours per work sample	Standardized forms for all phases	Clients employed workers, MTM
TAP Talent Assessment, Inc. P.O. Box 5087 Jacksonville, FL 32207	10 work samples all individually packaged	Mental levels above TMR	2½ hours	Two standardized	7 different norm group
TPS Ideal Development LABS 2911 South 160 Street New Berlin, WI 53151	Instrument based on a variety of tasks in small parts assembly and manipulation indirectly related to various jobs.	Severely retarded adolescents and adults	20-30 min.	Simple easy graphed for interpretation purposes	Several hundred severely retarded adults.
VIEWS-Vocational Research Institute Jewish Employment & Vocational Service 1700 Samson Street Ninth Floor Philadelphia, PA 19103	16 work samples all independent and grouped into 4 worker skill groups. Most individually packaged in portable plastic cabinets.	MR	20-35 hours	Standardized forms for all phases	452 MR MODAPTS
VITAS-Vocational Research Institute Jewish Employment & Vocational Service 1700 Samson Street Ninth Floor Philadelphia, PA 19103	21 work samples all grouped into 16 work groups and packaged separately.	Educationally & culturally disadvantaged Mildly handicapped	15 hours	Standardized forms for all phases	600 CETA clients

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NAME/ADDRESS	DESCRIPTION	TARGET POPULATION	COMPLETION TIME	REPORTING	NORM BASE
WREST Jastak Associates, Inc. 1526 Gilpin Wilmington, DE 19806	10 work samples all independent. Entire system packaged in wood cabinet.	Severely handicapped Mentally and physically	1½ hours	2 page standardized form for recording performance	3 major groups; characteristics well defined

APPENDIX A-8
STEPS IN DEVELOPING A LOCAL WORK SAMPLE

1. Conduct a community job survey. Step one involves surveying the community for the availability of feasible jobs for the handicapped. Work available to the specific handicapped population being served. Information for a community job survey can be collected from such sources as the State Employment Office, Chamber of Commerce, telephone directory, local rehabilitation agency, personal knowledge, and community contacts.

2. Conducting job/curricular analysis. Step two includes the development of work samples to determine the skills necessary for entrance into a vocational education program. An analysis of the curriculum should be developed to determine the precise entrance level criteria, success behaviors, teaching format, and the possible instructional and equipment modifications needed for success by handicapped students. To gather such entrance criteria for vocational programs, the following tasks should be completed:

    a. Identify all kinds of local vocational programs available.

    b. Gather specific information from the teachers of the available vocational programs.

    c. Develop an entrance criterion/program matrix chart, depicting all requirements and needed modifications and adaptations for the participation of handicapped students.

    Before a work sample to provide recommendations for local job placement is developed, a job analysis should be performed. A detailed accurate job analysis would include a description of the specific tasks, worker functions and traits, and vocational preparation. The validity of the work sample depends on the accurate match between skills required for the job and those required for the work sample.

3. Design and construct the work sample. Step three involves the selection of the tasks to be represented in the work sample. Since it is sometimes impossible to represent the total job, select those skills that are necessary for job performance. The tasks should be sequenced from simple to complex with necessary practice sessions included for the student and very specific instructions for the evaluation.

4. Develop criteria for work sample performance. A student's performance on a work sample must be measured. Performance on any sample is measured by the total number of correct products, number of errors, quality of work, time required for completion, or whatever element is considered most appropriate for the particular task being measured. In developing norms for work samples, the group with whom the individual is to be compared should be

carefully selected and reflect the population with whom the handicapped person will compete for jobs.

5. *Write the work sample manual.* A procedural manual is necessary to enable the systematic administration of the work sample. The manual should include recording forms and specific instructions for the administration of the assessment. These instructions should include specific directives to the student and those to be followed by the evaluator. The Materials Development Center at the University of Wisconsin-Stout has designed a standard format format for the development of such a manual. This format outlines the necessary steps in the administration of work samples. Individuals interested in developing locally based work samples are encouraged to refer to the publication *Word Samples Manual Format* available from the Materials Development Center, State Vocational Rehabilitation Institute, University of Wisconsin, Stout Menomonie, Wisconsin 54751. The following components are recommended to be included in all commercially and noncommercially developed work samples:

   a. *Entitle Work Sample Based on the Dictionary of Occupational Titles (DOT) Code:* The work sample should be identified specifically by the name of the job from which it was derived. This will allow the evaluated to relate the task to a real job in the labor market. The D.O.T. code should include at least the first six digits in order to permit the evaluator an opportunity to compare the work sample to the specific job analyzed.

   b. *Related Jobs:* All work samples contain generic work skills, related to many other jobs available in the job market. Because a work sample cannot be constructed or purchased for every job available, the relationship of the work sample to clusters of jobs is very important. Related jobs can be classified by occupational modes, work trait groups, or any industrial designations.

   c. *Prerequisites:* All eligibility requirements for students to participate in work sample activities must be carefully listed. Such information may include physical requirements; academic achievement levels; previous prevocational instruction, training and experience; and use of safety equipment. Not all individuals begin work sampling with equal experiences and abilities; therefore, the evaluator must be sure that the work sample is appropriate for the evaluated and that a practice session is provided.

   d. *Work-Place Diagram and Materials List:* All the materials and equipment needed for the administration of the work sample should be clearly identified. Whenever possible, a work-place diagram demonstrating where each component of the work sample is located, including placement decisions from the evaluated, should be provided. This assists in assuring that work samples are standard.

e. Instructions to the Evaluator: A step-by-step description of the evaluator's responsibilities must be given. A process flow chart often simplifies this procedure, clarifying the instructions and further assuring that all persons administering the work sample follow a standard procedure.

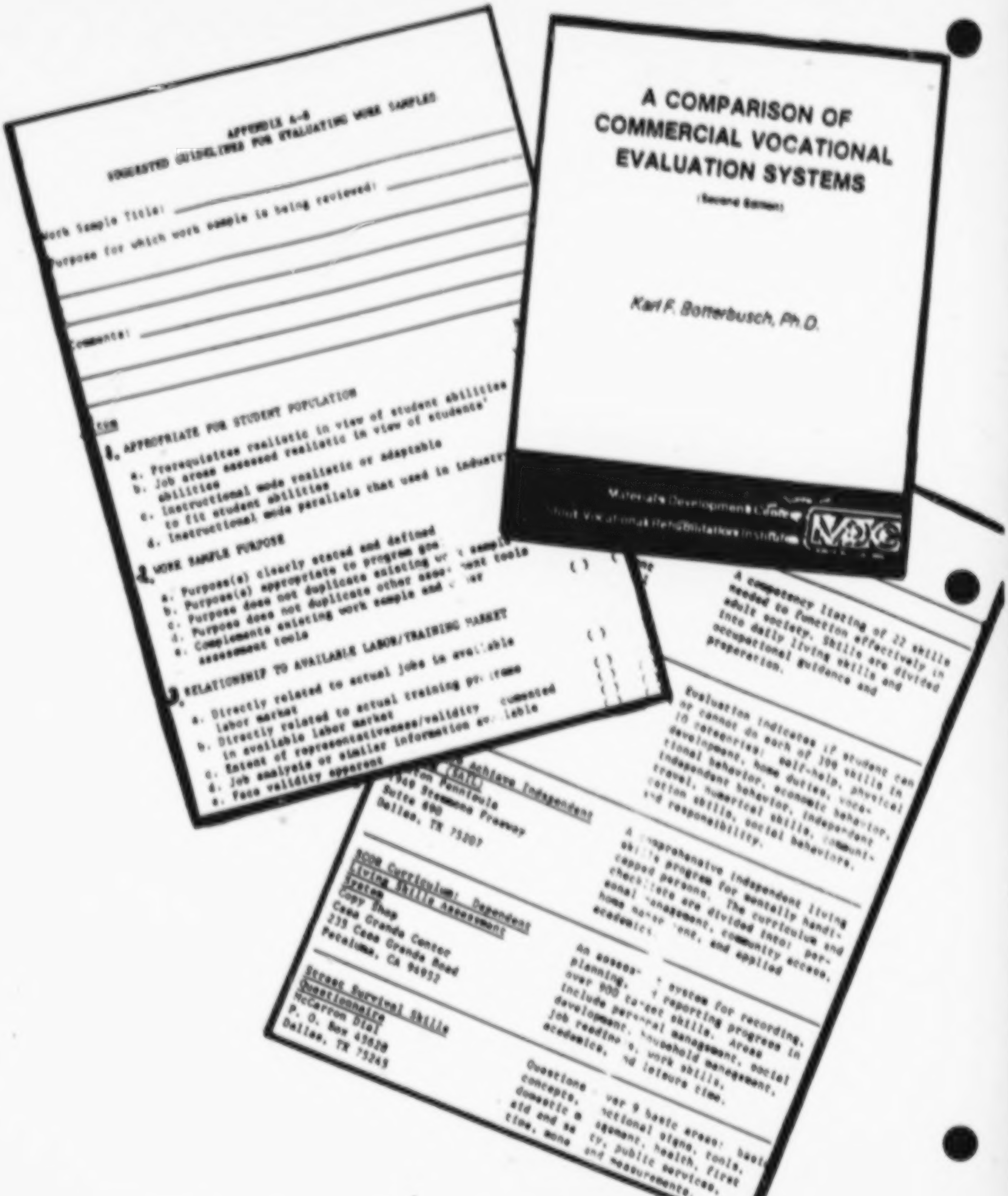
f. Instructions to the Evaluated: Instructions for completing the work sample must be carefully described in the work-sample manual. This is also necessary to ensure standardized administration.

g. Scoring Procedures: Before the administration of the work sample, both the evaluator and evaluated need to understand how the evaluated performance on the task will be measured. Performance priorities may be measured by speed, quality, quality, and/or other aspects of the given task as appropriate.

h. Interpretation: In order for the work sample scores to have meaning for a vocational evaluation, standards and forms related to the real world of work must be established. Comparing the work sample performance results of two or more handicapped students provides the vocational evaluator with limited information. The correlation between a student's performance on a work sample and his predicted successful performance on a job must be carefully interpreted.

i. Special Consideration: Because no work sample is perfect in all respects, the weaknesses and flaws in the instrument must be described in order that mistakes in interpretation can be minimized (Brolin, 1982).

6. Conduct Field Testing: It is necessary to determine if the scores obtained on the work sample are consistent and if the work sample actually measures that which it intends to measure. Determining this will involve collecting test data related to norms, reliability, and validity. Test re-test reliability is probably the most useful statistic in determining consistency of performance. In validating results, it is most useful to determine if the essential activities of the job are realistically included in the work sample, on the real job (or in the vocational class) that the sample represents (Peterson, 1981).



APPENDIX A-6
SUGGESTED GUIDELINES FOR EVALUATING WORK SAMPLES

ork Sample Title: ____________________

urpose for which work sample is being reviewed: ____________________

omments: ____________________

1. APPROPRIATE FOR STUDENT POPULATION
   a. Prerequisites realistic in view of student abilities
   b. Job areas assessed realistic in view of students' abilities
   c. Instructional mode realistic or adaptable to fit student abilities
   d. Instructional mode parallels that used in industr
2. WORK SAMPLE PURPOSE
   a. Purpose(s) clearly stated and defined
   b. Purpose(s) appropriate to program goa
   c. Purpose does not duplicate existing w sampl
   d. Purpose does not duplicate other asse ent tools
   e. Complements existing work sample and er assessment tools
3. RELATIONSHIP TO AVAILABLE LABOR/TRAINING MARKET
   a. Directly related to actual jobs in available labor market
   b. Directly related to actual training programs in available labor market
   c. Extent of representativeness/validity cumented
   d. Job analysis or similar information av lable
   e. Face validity apparent

A COMPARISON OF COMMERCIAL VOCATIONAL EVALUATION SYSTEMS

(Second Edition)

Karl F. Botterbusch, Ph.D.

Materials Development Center
Stout Vocational Rehabilitation Institute
MDC

	A competency listing of 22 skills needed to function effectively in adult society. Skills are divided into daily living skills and occupational guidance and preparation.
	Evaluation indicates if student can or cannot do each of 300 skills in 10 categories: self-help, physical development, home duties, vocational behavior, economic behavior, independent behavior, travel, numerical skills, communication skills, social behaviors, and responsibility.
Achieve Independence (SAIL) on Peninsula 949 Stemmons Freeway Suite 690 Dallas, TX 75207	A comprehensive independent living skills program for mentally handicapped persons. The curriculum and checklists are divided into: personal management, community access, home management, and applied academics.
BCDS Curriculum: Dependent Living Skills Assessment System Copy Shop Casa Grande Center 235 Casa Grande Road Petaluma, CA 94952	An assessment system for recording, planning, and reporting progress in over 900 target skills. Areas include personal management, social development, household management, job readiness, work skills, academics, and leisure time.
Street Survival Skills Questionnaire McCarron Dial P. O. Box 45628 Dallas, TX 75245	Questions ver 9 basic areas: basi concepts, nctional signs, tools, domestic m agement, health, first aid and sa ty, public services, time, mone and measurements.

APPENDIX A-9
SUGGESTED GUIDELINES FOR EVALUATING WORK SAMPLES

Work Sample Title: ______________________________

Purpose for which work sample is being reviewed: ______________
____
____

Comments: ______________________________
____
____

Item	Rating	
1. APPROPRIATE FOR STUDENT POPULATION	Yes	No
a. Prerequisites realistic in view of student abilities	( )	( )
b. Job areas assessed realistic in view of students' abilities	( )	( )
c. Instructional mode realistic or adaptable to fit student abilities	( )	( )
d. Instructional mode parallels that used in industry	( )	( )
2. WORK SAMPLE PURPOSE		
a. Purpose(s) clearly stated and defined	( )	( )
b. Purpose(s) appropriate to program goals	( )	( )
c. Purpose does not duplicate existing work sample	( )	( )
d. Purpose does not duplicate other assessment tools	( )	( )
e. Complements existing work sample and other assessment tools	( )	( )
3. RELATIONSHIP TO AVAILABLE LABOR/TRAINING MARKET		
a. Directly related to actual jobs in available labor market	( )	( )
b. Directly related to actual training programs in available labor market	( )	( )
c. Extent of representativeness/validity documented	( )	( )
d. Job analysis or similar information available	( )	( )
e. Face validity apparent	( )	( )

Item	Rating	
	Yes	No
4. ORIENTATION		
a. Standardized orientation present	( )	( )
b. Orientation is job related and understandable to students	( )	( )
c. Sufficient amount of information to relate work sample to available labor market	( )	( )
5. ADMINISTRATION		
a. Instructions to evaluator standardized and understandable	( )	( )
b. Instructions to student standardized and understandable	( )	( )
c. Materials used clearly described	( )	( )
d. Equipment used clearly described	( )	( )
e. Layout, setup, breakdown, and construction clearly described	( )	( )
f. Diagrams understandable and comparable to those used in industry	( )	( )
g. Safety precautions described	( )	( )
h. Time necessary for evaluator to administer and score is realistic for program	( )	( )
i. Time necessary for average student to complete w.s. is realistic for program: ___ min.	( )	( )
j. Per administration costs described $ ___	( )	( )
k. Purchase/development costs described $ ___	( )	( )
6. SCORING		
a. Timing factors thoroughly described	( )	( )
b. Quality/error factors thoroughly described	( )	( )
c. Competitive or industrial norms available and defined	( )	( )
d. Behavioral rating factors thoroughly described	( )	( )
7. LEARNING ASSESSMENT		
a. Mastery criteria for learning phase provided	( )	( )
b. Mastery criteria realistic in ensuring adequate student learning precedes performance testing	( )	( )
TOTAL	( )	( )

8. SUMMARY COMMENTS (rationale for selecting/rejecting work sample)

____

____

____

APPENDIX A-10
OTHER COMMERCIAL EVALUATION INSTRUMENTS

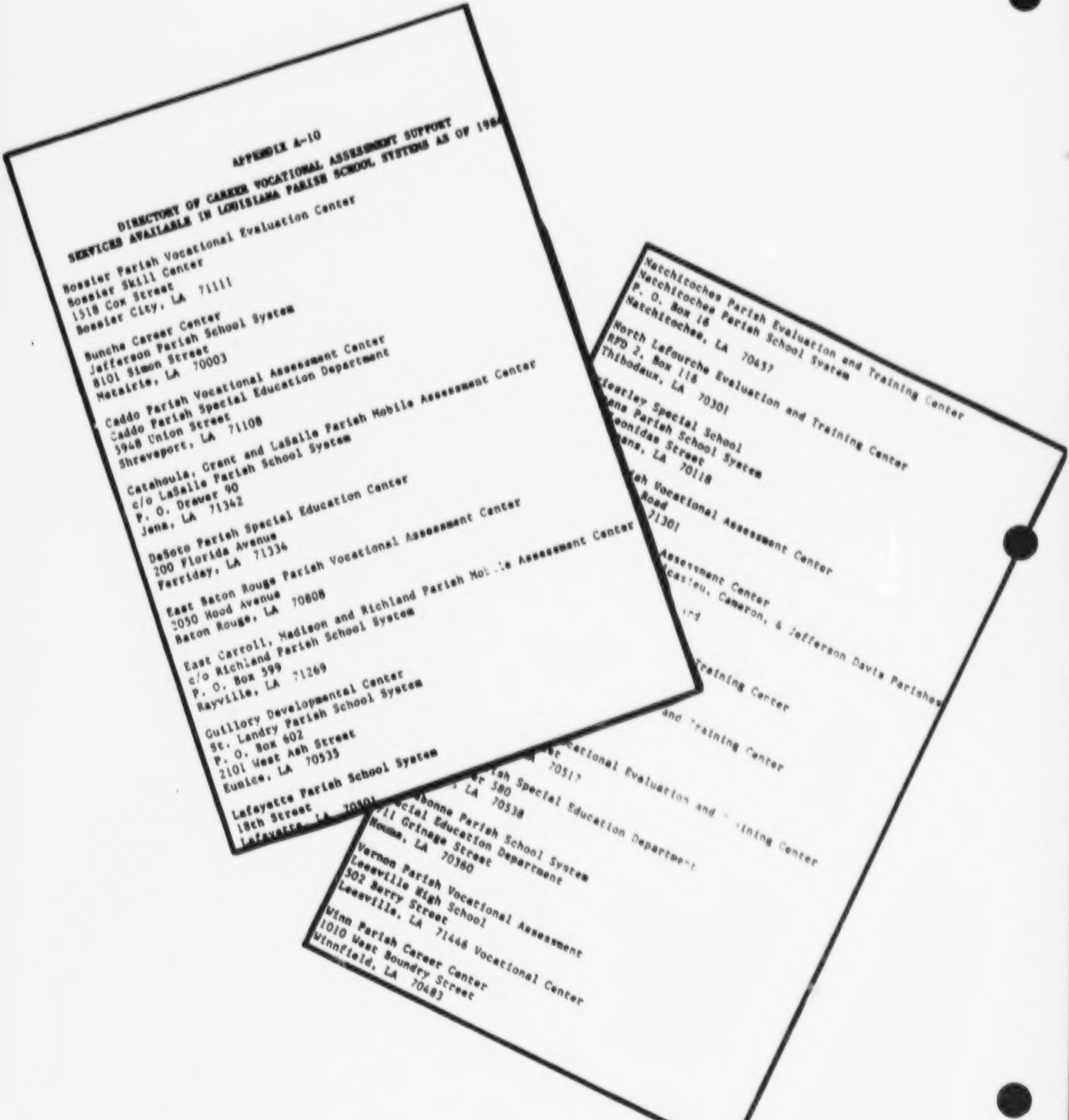
NAME/ADDRESS	DESCRIPTION
Life-Centered Career Education: Publications Department Council for Exceptional Children 1920 Association Drive Reston, VA 20091	A competency listing of 22 skills needed to function effectively in adult society. Skills are divided into daily living skills and occupational guidance and preparation.
Camelot Behavioral Checklist: Camelot Behavioral Systems P. O. Box 3447 Lawrence, KS 66064	Evaluation indicates if student can or cannot do each of 399 skills in 10 categories: self-help, physical development, home duties, vocational behavior, economic behavior, independent behavior, independent travel, numerical skills, communication skills, social behaviors, and responsibility.
Skills to Achieve Independent Living (SAIL) Melton Pennisula 1949 Stemmons Freeway Suite 690 Dallas, TX 75207	A comprehensive independent living skills program for mentally handicapped persons. The curriculum and checklists are divided into: personal management, community access, home management, and applied academics.
SCOR Curriculum: Dependent Living Skills Assessment System Copy Shop Casa Grande Center 235 Casa Grande Road Petaluma, CA 94952	An assessment system for recording, planning, and reporting progress in over 900 target skills. Areas include personal management, social development, household management, job readiness, work skills, academics, and leisure time.
Street Survival Skills Questionnaire McCarron Dial P. O. Box 45628 Dallas, TX 75245	Questions cover 9 basic areas: basic concepts, functional signs, tools, domestic management, health, first aid and safety, public services, time, money and measurements.

NAME/ADDRESS	DESCRIPTION
Test for Everyday Living (TEL) Publishers Test Service CTB/McGraw Hill Garden Road Monterey, CA	Developed for learning disabled students. Measures knowledge of life skills necessary to perform 2500 everyday tasks. Areas covered are job search skills, job related behavior, health care, home management, purchasing habits, banking, and budgeting. Grades 7-12
Structured Learning Skill Checklist Skill Streaming the Adolescent Research Press Company 2612 North Maltis Avenue Champaign, IL 61820	Observational and rating scale using 50 items. The teacher rates the student's skills (1=never; 5=always) Three areas are assessed: 1. beginning social skills (8 skills) 2. advanced social skills (6 skills) 3. skills dealing with feelings (7 skills) Reading level can be a problem if it is self-administered.
Social and Prevocational Information Battery (SPIB) Publishers Test Service CTB/McGraw Hill 2500 Garden Road Monterey, CA 93940	Consists of a series of 9 tests designed to assess a student's knowledge in the following areas: employability, economics, self-sufficiency, family living, personal habits, and communication skills. Orally administered to the individual or a small group. Designed for the mentally retarded but can be successfully used with other students who are mildly handicapped. Grades 7-11.
Brigance (Secondary) Associates, Inc. Bilerica, MA 01862	Includes sections on basic skills and Curriculum vocational readiness. The vocational section covers 23 areas.: 1. aptitude rating scale 2. personality reading scale 3. responsibility and self discipline rating scale 4. job interests and aptitudes 5. health and physical problems

NAME/ADDRESS	DESCRIPTION
	6. application for social security 7. choosing a career 8. employment signs 9. employment vocabulary 10. employment abbreviations 11. "help wanted" advertisements 12. simple application forms 13. complex application forms 14. job interview 15. job interview preparation rating scale 16. job interview rating scale 17. W-4 forms 18. future time on clock 19. past time on clock 20. time duration on clock 21. payroll deductions 22. federal income tax 23. unemployment compensation A comprehensive assessment/evaluation instrument. Grades: junior high early high school.
Assessment Procedures for Secondary Students with Severe Handicaps Teaching Research Division Oregon State System of Higher Education 345 North Monmouth Avenue Monmouth, OR 97361	This document provides a variety of inventories and checklists which enable teachers to assess and evaluate a student's current status and progress in the following areas: 1. Environmental characteristics a. communication b. social c. sexual awareness d. personal hygiene e. eating f. meal planning, shopping, storing g. food preparation h. home and yard maintenance i. health and safety j. community mobility k. personal information l. money management m. time management n. leisure skills o. work skills-vocational

NAME/ADDRESS	DESCRIPTION
Florida International Diagnostic Prescriptive Vocational Competency Profile Stoelting Company 1350 South Kostner Avenue Chicago, IL 60623	This is a 70 item profile that covers self-help skills, social-emotional adjustment, work attitudes and responsibility, cognitive learning ability, perceptual motor skills, and general work habits.
Vocational Behavior Checklist (VBC) Publications Department West Virginia University Vocational Research and Training Center 1223 Meyers Avenue Dunbar, WV 25064	The VBC contains 339 skills in the following areas: prevocational, job-seeking, interview, job-related, and union financial security
San Francisco Vocational Competency Scale The Psychological Corp. 304 East 45th Street New York, NY 10017	A vocational rating scale for use with mentally retarded students which includes 30 statements concerning vocational behaviors.
Vocational Education-Special Education Project II (VESEPII) Career Education Resources Third Floor Erickson Hall Michigan State University East Lansing, MI 48824	A checklist of prevocational enabling skills divided into eight areas: quantitative and numerical, verbal, cognitive, perceptual, language, psychomotor and physical, social and occupational interests.
Assessment of Basic Vocational Related Skills Vocational Teacher Education University of Northern Colorado Creely, CO 80639	Sixteen modules assisting the following skill areas for special needs students: academic skills, motor skills, and vocational interests and awareness.

NAME/ADDRESS	DESCRIPTION
Oral Directions Test The Psychological Corp. 757 Third Avenue New York, NY 10017	Measures an individual's ability to understand and follow directions. This instrument was developed to aid in selecting more able workers among applicants having limited education and limited knowledge of English. It assists in selecting applicants for maintenance and service work in public institutions, transportation systems, stores, hotels, and industrial situations.
Learning Styles Inventory Murdock Teaching Center Wichita, KS	Assesses three main areas: Information gathering/receiving (learning), social work conditions (working), and expressiveness (reporting). Scores fall into one of three categories: major, minor, and negligible.



APPENDIX A-10

DIRECTORY OF CAREER VOCATIONAL ASSESSMENT SUPPORT
SERVICES AVAILABLE IN LOUISIANA PARISH SCHOOL SYSTEMS AS OF 198

Bossier Parish Vocational Evaluation Center
Bossier Skill Center
1518 Cox Street
Bossier City, LA 71111

Bunche Career Center
Jefferson Parish School System
8101 Simon Street
Metairie, LA 70003

Caddo Parish Vocational Assessment Center
Caddo Parish Special Education Department
5948 Union Street
Shreveport, LA 71108

Catahoula, Grant and LaSalle Parish Mobile Assessment Center
c/o LaSalle Parish School System
P. O. Drawer 90
Jena, LA 71342

DeSoto Parish Special Education Center
200 Florida Avenue
Ferriday, LA 71334

East Baton Rouge Parish Vocational Assessment Center
2050 Hood Avenue
Baton Rouge, LA 70808

East Carroll, Madison and Richland Parish Mo…le Assessment Center
c/o Richland Parish School System
P. O. Box 599
Rayville, LA 71269

Guillory Developmental Center
St. Landry Parish School System
P. O. Box 602
2101 West Ash Street
Eunice, LA 70535

Lafayette Parish School System
18th Street
Lafayette, LA 70501

Natchitoches Parish Evaluation and Training Center
Natchitoches Parish School System
P. O. Box 16
Natchitoches, LA 70457
North Lafourche Evaluation and Training Center
RFD 2, Box 116
Thibodaux, LA 70301
eatley Special School
ans Parish School System
eonidas Street
ans, LA 70118
ish Vocational Assessment Center
Road
71301
Assessment Center
casieu, Cameron, & Jefferson Davis Parishes
rd
Training Center
and Training Center
cational Evaluation and aining Center
t
70517
ish Special Education Department
r 580
, LA 70538
bonne Parish School System
cial Education Department
11 Grinage Street
Houma, LA 70360
Vernon Parish Vocational Assessment
Leesville High School
302 Berry Street
Leesville, LA 71446 Vocational Center
Winn Parish Career Center
1010 West Boundry Street
Winnfield, LA 70483

APPENDIX A-11

DIRECTORY OF CAREER VOCATIONAL ASSESSMENT SUPPORT SERVICES AVAILABLE IN LOUISIANA PARISH SCHOOL SYSTEMS AS OF 1984

Bossier Parish Vocational Evaluation Center
Bossier Skill Center
1518 Cox Street
Bossier City, LA 71111

Bunche Career Center
Jefferson Parish School System
8101 Simon Street
Metairie, LA 70003

Caddo Parish Vocational Assessment Center
Caddo Parish Special Education Department
5948 Union Street
Shreveport, LA 71108

Catahoula, Grant and LaSalle Parish Mobile Assessment Center
c/o LaSalle Parish School System
P. O. Drawer 90
Jena, LA 71342

DeSoto Parish Special Education Center
200 Florida Avenue
Ferriday, LA 71334

East Baton Rouge Parish Vocational Assessment Center
2050 Hood Avenue
Baton Rouge, LA 70808

East Carroll, Madison and Richland Parish Mobile Assessment Center
c/o Richland Parish School System
P. O. Box 599
Rayville, LA 71269

Guillory Developmental Center
St. Landry Parish School System
P. O. Box 602
2101 West Ash Street
Eunice, LA 70535

Lafayette Parish School System
18th Street
Lafayette, LA 70501

Lincoln Vocational Skill Center
Jefferson Parish School System
1429 B Ames Boulevard
Marrerro, LA 70072

Natchitoches Parish Evaluation and Training Center
Natchitoches Parish School System
P. O. Box 16
Natchitoches, LA 70457

North Lafourche Evaluation and Training Center
RFD 2, Box 116
Thibodaux, LA 70301

Priestley Special School
Orleans Parish School System
1619 Leonidas Street
New Orleans, LA 70118

Rapides Parish Vocational Assessment Center
3443 Prescott Road
Alexandria, LA 71301

Region V Vocational Assessment Center
Allen, Beauregard, Calcasieu, Cameron, & Jefferson Davis Parishes
2423 Sixth Street
Calcasieu Parish School Board
Lake Charles, LA 70601

South Lafourche Evaluation and Training Center
Route 1, Box 475-M
Cutoff, LA 70345

St. Bernard Parish Evaluation and Training Center
P. O. Box 81
2224 Palmisano Drive
Chalmette, LA 70044

St. Martin Parish Vocational Evaluation and Training Center
115 Courville Street
Breaux Bridge, LA 70517

St. Mary Parish Special Education Department
P. O. Drawer 580
Franklin, LA 70538

Terrebonne Parish School System
Special Education Department
711 Grinage Street
Houma, LA 70360

Vernon Parish Vocational Assessment
Leesville High School
502 Berry Street
Leesville, LA 71446 Vocational Center

Winn Parish Career Center
1010 West Boundry Street
Winnfield, LA 70483

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APPENDIX B

IOWA MODEL PROGRAMS

I. AGENCY: Iowa Department of Public Instruction
Special Education Division Grimes State
Office Building Des Moines, IA
50319-0416

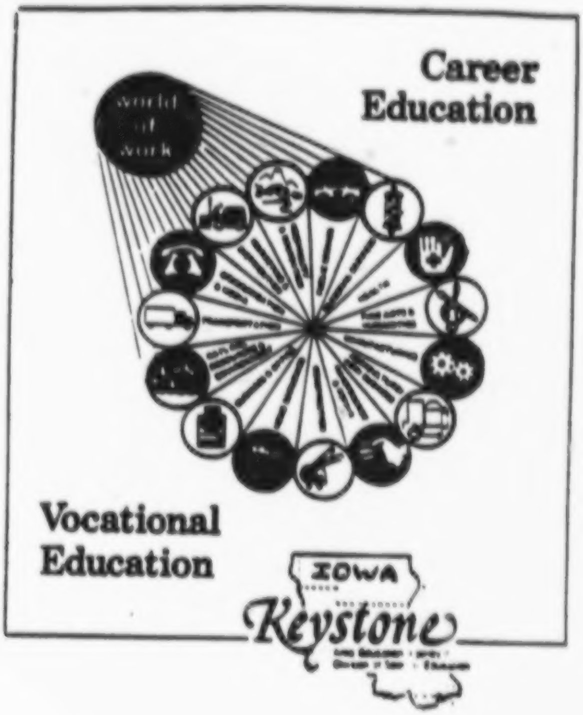
TITLE: **Experiential Exploration (EBCE)**
(No pay - School Credit)

TARGET POPULATION: Mildly Disabled

AGE GROUP/ PROGRAM LEVEL: Grades 9-12; C.A. 16 and above

NOTE

If an LEA is considering the use of the following information, it must ensure that program modifications adhere to Louisiana guidelines.


World of Work
Career Education
Vocational Education
IOWA
Keystone

PROGRAM MODEL	REQUIRED	RECOMMENDED
Student receives no wages.	Individualized Education Program (IEP Goals and Objectives).	Related instruction via the use of activity sheets.
Student receives school credit for the experience.	On-going assessment and evaluation data reflecting the student's initial skill level and growth acquired as a result of this curricular offering.	Student is age 16 or in tenth grade or at a similar program level.
Provides opportunities for the disabled student to explore 4-6 sites in a school year for the purpose of identifying their: *career interests *likes and dislikes *awareness of a variety of occupations *potential *strengths and limitations	The granting of credit based on the student's successful completion of specified assignments that relate the community site experience to the academic requirements of a given high school course. The assignments are identified and monitored through the use of activity sheets and the issuance of points toward work completed. (See Activity Sheet included in this section.)	The student is encouraged to get him/herself to the exploration site on his/her own, whenever possible, as this approximates what she/he will have to do as an adult.
Provides instructional staff performance data which can be used for determining in what occupational area the student should receive vocational training.	Continued documentation of the special education student's occupational interests, aptitudes, and limitations that will need to be accommodated when the student is enrolled in occupational preparation during his/her later high school grades.	
Focuses academic instruction through the use of activity sheets. These are based on student involvement at the site.	The school district is responsible for insurance coverage for liability and accident. Refer to the section on curricular and program considerations for more information.	**RESOURCES**
Persons in the community volunteer to be a community resource to the school.	Child Labor and Wage and Hour Regulations must be adhered to.	Weighted monies can be used to pay the community resource person for providing exploratory activities. It is not recommended, however, since training is not involved. For more information, call 515/281/3940.
Is not vocational training. No training agreement or plan is required but an exploration plan would be helpful. A copy should be kept with the IEP for coordination and informational purposes by instructional and support staff members. Parents should have a copy as well.	A student cannot be at one site more than 12 weeks. The average is generally six to nine weeks. A employee-employer relationship cannot exist (refer to the six criteria listed in this section).	
	The local system is responsible for the student's transportation cost to the site from school and back to school.	Weighted monies can be used to pay the transportation costs to the site and back to school to students and/or their parents if the LEA does not provide the transportation (include in IEP).

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EXPERIENTIAL EXPLORATION (EBCE)

Special education students should be ready for this experience by the age of 16 or when they are enrolled in the tenth grade. This curricular offering provides the student with several opportunities to explore various occupations in the local community or in surrounding communities.

Placement in the community is not for the purpose of vocational training but to:

1. Expand the student's awareness of the variety of jobs, job ladders, and job families that exist in the near and surrounding communities.
2. Enable the instructional (LEA) and support (AEA) staff to observe and identify the student's demonstrated interests based on the worker trait characteristics established by the United States Office of Education (U.S.O.E.).
3. Identify in what areas the student has limitations that need to be addressed as the student moves from career exploration to vocational training.
4. Assist the student, parents, and staffing team in realistically identifying the occupational areas the student should pursue based on individual interests, aptitudes, strengths, limitations, age, experience, and previous educational experiences.

STUDENT ORIENTATION generally requires approximately two weeks. This provides ample time for the instructional and support staff to administer paper and pencil tests or nonreading tests to determine the student's initial interests in various jobs and/or occupations.

STUDENT PLACEMENT: Students are placed at sites for approximately two hours each day for four days a week. The fifth day is spent on campus meeting with the coordinator and completing activity sheets.. Students should not be placed more than 20 hours a week. To avoid establishment of an employee/employer relationship, the following six criteria must be followed:

1. The student's exploratory activities, even though they may include actual participation in the operation of a facility, are similar to that which would be given in a vocational school, i.e. vocational exploration.
2. The learning experience is for the benefit of the student.
3. The student does not displace regular employees, but will be provided activities under their close observation and supervision for the purpose of learning what specific work

skills are required within various job ladders in the occupation being explored.

4. The community resource person (owner, operator, or supervisor) provides exploration experiences but derives no immediate advantage from the activities of the student, and on occasion, his/her operation may actually be impeded.

5. The student is not entitled to training or a job at the conclusion of the exploration experience.

6. The community resource person and student understand that the student is not entitled to wages for the time spent in exploring an occupation, and a employee/employer relationship cannot be established.

TRAINING AGREEMENT AND TRAINING PLAN: There is no educational standard that requires a training agreement and training plan be developed for exploration. However, it is recommended that an agreement be developed between the community resource person, school, and student regarding what is expected of all parties. This exploration agreement should be attached to the student's IEP and updated as necessary. (An example is provided at the end of this section.)

ACTIVITY SHEETS enable the student to develop inquiry and problem-solving skills as well as to meet subject area requirements. It also facilitates the student's being involved in the evaluation of his own activities. Points are given for activity sheets completed satisfactorily. These points go toward the student's receiving school credit in various academic or basic skill areas (see attached activity sheet example).

SCHOOL CREDIT. 670-3.5(11) Educational Program states:

> A unit of credit is hereby defined as that amount of credit earned by a pupil who successfully completes a course of related components or partial units that is either pursued for 36 weeks for the required number of minutes per week or as an equated requirement as a part of an innovative program filed as prescribed in 3.1(6). A fractional unit of credit shall be awarded in a manner consistent with this standard.
>
> In order for a course to yield one unit of credit, it must either be pursued for 36 weeks for at least 200 minutes per week, or for the equivalent of 120 hours of instruction. The board may award credit on the basis of performance through the administration of an examination, provided that said examination covers the content ordinarily included in a regular course in the subject involved.

CURRICULAR AND PROGRAM CONSIDERATIONS:

1. The local school district should have a written program that has been approved by the local school board for special education. (670--3.3(12), 670--3.5(1), 3.5(2), 3.5(3), 3.5(4), 3.5(7), 3.5(8), and 3.5(9) Iowa Administrative Code).

2. Exploration agreements have been signed by all parties describing responsibilities (e.g., student, parent, business, school and support personnel).

3. A site analysis has been completed so specific activities the student can be involved in through observation and/or hands on activities will be identified.

4. Activity sheets will evidence curricular activities in the following areas:

   a. Safety

   b. Expected dress code

   c. Community mobility to and from school

   d. Academic, basic skill, career guidance, and site-related activities

   e. Personal-social development activities

   f. Daily problem solving activities

5. A clear procedure outlining the classroom teacher's, counselor's, support personnel's, student's, parents', and administrator's responsibilities.

6. Follow-up and evaluation of the special education student's progress at the site based on the IEP of the student. Reports shall be available, at a minimum, each quarter.

INSURANCE should be provided to cover the safety and well being of the special education students while they are being transported as well as while actively involved in work-related activities in the community for the following reasons:

1. The school is asking the community resource person (business and industry) to provide the student with an instructional experience it cannot provide.

2. This is a school-sponsored and supervised option just as any other school activity; therefore, it is considered a school-related responsibility.

3. The placement of the student in the community is exploratory. The status of the student is "student" not "employee" so workmen's compensation is not required.

4. When an employee-employer relationship has not been established with a student, the business person is not responsible for:

   a. Liability for bodily injury

   b. Liability for property damage

   c. Unemployment compensation

(The preceding was suggested by the legal counsel for the United States Department of Education, Division of Research and Demonstration during the EBCE Project Development and Dissemination for Handicapped Students, July, 1978.)

The cost of the insurance can be assessed to parents or guardians in manner similar to that of book rental and school insurance. If it is determined that the student cannot afford the cost of the insurance (i.e., he is low income), and the program is prescribed in the IEP, the district may pay the insurance from the weighted monies that student generates as a handicapped student and/or from other means that it uses for low income families.

(The above is based on P.L. 94-142 Regulations, SS 121A.14(a)3 (b)1 and comments made under SS 121A.13 Related Services.)

It is recommended that policies and procedures be adopted regarding this and information provided parents when students are enrolled in this curricular and program option.

EXPERIENTIAL EXPLORATION AGREEMENT AND PLAN

This agreement is made and entered into this ____ day of ________ (month), ______ (year) by and between ________________________________ (business/industry title), ________________________ (school district) and ________________________ (area education agency).

It has been agreed by the above parties to contract for experiential exploration opportunities in ____________________ (occupation) for ________________________________ (student's full name), who is currently enrolled in a special education program in the ____________________ (school district).

The purpose of this contract is to assure that the student will have opportunities to participate in exploratory activities within the business/industry listed above while being supervised. Supervision and support will be provided by the business contact person, instructional staff assigned to the student at the local district level, and the area educational agency work experience coordinator.

This agreement shall become effective ________________ (date) and shall terminate on ______________ (date). ________________________ (student's name) shall be at the exploration site ______ (hours) a day on each of the following week days: (circle) Monday, Tuesday, Wednesday, Thursday, Friday with the exception of school holidays, inservice days, or when the student is ill or has an approved absence. The specific student activities will be based on the student's IEP goals and attached to this agreement in an exploratory plan. This plan will be reviewed by all parties on a quarterly basis (minimally) to evaluate the student's progress.

This kind of placement (exploratory) requires that an employee-employer relationship not be established. The following criteria must be adhered to:

1. The student's exploratory activities, even though they may include actual participation in the operation of a facility, are similar to that which would be given in a vocational school, i.e. vocational exploration.

2. The learning experience is for the benefit of the student.

3. The student does not displace regular employees, but will be provided activities under their close observation and supervision for the purpose of learning what specific work skills are required within various job ladders in the occupations being explored.

4. The community resource person (e.g. owner, operator, or supervisor) provides exploration experiences but derives no immediate advantage from the activities of the student, and on occasion, his/her operations may actually be impeded.

5. The student is not entitled to training or a job at the conclusion of the exploration experience.

6. The community resource person and student understand that the student is not entitled to wages for the time spent in exploring an occupation, and an employee/employer relationship cannot be established.

The resource person (business/industry contact person) shall provide a written summary of the student's performance agreed to when the plan is developed. If for any reason the resource person no longer desires to work with the student, arrangements will be made with the LEA/AEA staff to end the student's participation to the benefit of all parties. The resource person will also assist LEA/AEA staff in identifying the area of instruction that the student will be required to accomplish in order to receive school credit for this experience.

The ______________________________ agrees to the following:
(Local district)

1. To provide a person to supervise the student's activities while at the site.

2. Abide by the six criteria to assure that an employee/employer relationship is not established.

3. To follow up and support the instructional effort in the school program as identified in the IEP and Exploration Plan.

4. Provide insurance coverage for the student (accident and liability).

It is the policy of the school and company not to discriminate against employees or customers. Students will be accepted for exploration, on-the-job training, clinical or work experience, and assigned to job tasks regardless of race, color, national origin, sex, marital status, or disability.

--Policy memo 83-1 - Non Discrimination
Statement in Exploratory and/or Training
Agreements
Iowa Department of Public Instruction
Career Education Division
May, 1983

Your signature indicates that you understand and agree to the above.

Date	Signature
____________	______________________________ (student)
____________	______________________________ (parent)
____________	______________________________ (special education teacher)
____________	______________________________ (school adviser)
____________	______________________________ (cooperating business/industry)
____________	______________________________ (AEA person)
____________	______________________________ (high school principal or superintendent)

EXPERIENTIAL EXPLORATION PLAN

GOALS:

OBJECTIVES:

ASSESSMENT
&
EVALUATION
STRATEGIES:

STUDENT ACTIVITY SHEET

Student________	Course	CE	EC	MA	PS	SS	NS	Other	Sheet No.
Learning Coordinator________ Experience Site________	Interest Areas								Inquiry Process 1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate
Start________ Estimated Stop________ Actual Stop________	Points								

Interest Area W1:

Interest Area W2:

Sub-Concept W1:
Sub-Concept W2:

Evaluation Code
5. Excellent
4. Commendable
3. Satisfactory
2. Improving
1. Needs to improve

Activities	Inquiry	LC.	Stu.

PURPOSE: The activity sheet is the basic form used for generating a student's assignments.

COURSE CREDIT:

140 Points = 1 Credit

The student will need 14 "good weeks" at a site out of 18 in a semester.

Each activity sheet completed satisfactorily is worth 10 points

10 Points X 14 weeks = 1 Credit

Two hours a day would enable the special education student to receive one credit per semester for EBCE if he/she spent two hours a day at an exploration site for 18 weeks.

QUANTITIES NEEDED:

One activity sheet per student per course, per week. Example: A student taking two courses per semester would use 36 activity sheets.

Evaluation based on:

Evaluation Comments:

Distribution: White-Student/Yellow-Learning Coordinator | Revised 3/15/79

EMPLOYERS' EVALUATION FORM FOR EBCE

Date of Evaluation ________________ Name of Evaluator ____________________

Student Name ____________________ Occupation ____________________

School ____________________ Name of Site ____________________

General Directions: A student will be rated on a scale from one (low) to five (high) on each of the eighteen items. Due to the scoring system, it is asked that all items be marked.

1	2	3	4	5
Poor	Below Avg.	Average	Above Avg.	Excellent

VARIABLE	RATING
Attendance -- Does the student come to work unless there is a reasonable excuse?	
Reliability -- Is he student dependable? Can you count on the student to do a job?	
Completes Assigned Task -- Does the student finish a job before a new one is undertaken?	
Displays Proper Respect -- Is the student courteous and polite? Does the student treat you and others in a manner that is expected?	
Follows Instructions -- Once the student understands your instructions, are they obeyed?	
Appears To Be Benefiting From Instruction -- Is the student getting something out of the experience site?	
Understands Instructions -- Does the student demonstrate comprehension of your instruction?	
Uses and Cares For Equipment Responsibly -- Does the student make use of and take care of things properly?	
Self-Control -- Does the student exercise self-discipline to the extent that the student's actions do not interfere with the situation?	
Satisfaction with Site -- Do you think the student likes the experience site?	
Follows Rules -- Does the student obey the regulations?	
Accepts Constructive Criticism -- If you inform the student of something that is being done incorrectly, does the student take it in stride and attempt to correct the weakness?	
Seeks Additional Work When Finished With Assigned Task -- Does the student either ask you what to do next or go on a routine job as opposed to standing around?	
Gets Along With Fellow Workers -- Is the student friendly? Does the student fit into the group or situation?	
General Appearance -- Does the student have proper grooming habits?	
Knows Rules of the Job -- Is the student aware of the regulations for the situation?	
Amount of Overall Improvement -- Does the student do a better job than he did at the start?	
Future Employment -- Would you hire or recommend this student for a job on a regular basis?	

EBCE MATERIALS

Student Program Guide (Regular Education)

Student Program Guide (Mental Disabilities

Student Program Guide (Learning Disabilities)

Student Career Guide (Regular Education)

Student Career Guide (Mental Disabilities

Student Career Guide (Learning Disabilities

Basic Procedure Manual (Regular Education

Learning Coordination Guide (Mental Disabilities)

Learning Coordination Guide (Learning Disabilities)

Cross Reference Catalogs
Math
Social Science
Career Education
English/Communication
Natural Science
Agriculture
Personal/Social Skills

Experience Site Learning Guide Samples

Camera Ready Forms

Experience Site Analysis Manual

Implementation Guide

Introduction Guide to Activity Sheet Preparation

Resource Person Guide

Assessment Manual

Three Slide Tape Sets (Community Awareness)
(Parents and Students)
Overview of EBCE)

LD Career Guide Audio Cassettes

Printer-perfect Masters of all Documents

AVAILABLE FROM: Iowa Career Assistance Systems
N008 Quandrangle
College of Education
Iowa State University
Ames, IA 50011
Telephone: 515/294-8919 459

II. AGENCY: Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, IA 50319-0416

TITLE **"Specially Designed" Community Based Vocational Training (No Pay)**

TARGET POPULATION: All Disabilities (mild-moderate-severe)

AGE GROUP/ PROGRAM LEVEL: All students above C.A. 16

NOTE

If an LEA is considering the use of the following information, it must ensure that program modifications adhere to Louisiana guidelines.

"SPECIALLY DESIGNED" COMMUNITY BASED VOCATIONAL TRAINING
(NO PAY)

PROGRAM MODEL

Student-trainee receives no wages.

Student receives school credit for the experience.

Provides vocational training for the special education student when an appropriate vocational option is not available on the school campus in regular vocational program options.

The student has no marketable skill in the vocational area selected.

Student receives related vocational instruction in conjunction with training placement by the special education teacher or a district vocational education teacher.

This option parallels what a student would receive when instructed on the school campus in a vocational lab situation. Persons in the community generally volunteer to be community resource but they can be paid to provide this experience as well.

Is considered vocational training. A training agreement and plan is required and a copy should be kept with the IEP for coordination and informational purposes for instructional and support staff members. Parents should have a copy as well.

REQUIRED

Stated goals and objectives in the IEP.

Related instruction by the special education teacher and/or vocational teacher.

Assessment and evaluation data to reflect the reason for the placement and the progress of the student after enrollment.

School credit for the experience toward high school graduation.

Continued monitoring to assure that no employee-employer relationship exists.

The school district is responsible for accident and liability insurance on the student.

Student cannot remain at the training site after 12 weeks unless it has clearly been established that the student has not entered into an employee-employer relationship or that the student has moved to another completely different job in order to progress up the job ladder.

If the student cannot get to the site on his own as he would when an adult, the school system is responsible for transporting him to and from the site.

The student does not exceed 20 hours a week at the training site.

RECOMMENDED

Student is 16 years or older.

Student is in the eleventh or twelfth grade or equivalent program level.

Student should get to the site on his own so he will be able to do it after leaving school.

RESOURCES

Weighted monies can be used to pay the training sponsor for the training since that person takes the place of the vocational instruction the student could not receive from vocational teachers on campus.

Community School Program Funds are available to pay for training through the application process with the Career Education Division, Iowa Department of Public Instruction.

"SPECIALLY DESIGNED"
OCCUPATIONAL OR VOCATIONAL TRAINING
(NO PAY)

This option should be available to special education students:

1. After they have participated in experiential exploration and/or a similar program option in which the student has had an opportunity to explore a variety of occupations or jobs before making a career-vocational decision,
2. When data are available that identify the student's interests, abilities, aptitudes, and limitations which support the placement decision, and
3. When the student does not have marketable job behaviors or skills but needs training and supervised experiences prior to working for pay.

Placement in this option requires that no employee-employer relationship be established. The following criteria established by the United States Supreme Court must be adhered to:

1. The occupational training, even though it includes actual operations of the facilities of the employer-trainer, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the student-trainee.
3. The student-trainee does not displace regular employees, but will work under their close observation for the purpose of learning specific work skills.
4. The employer that provides the training derives no immediate advantage from the activities of the student-trainee, and on occasion, his/her operation may actually be impeded.
5. The student-trainee is not necessarily entitled to a job at the conclusion of the training period.
6. The training sponsor and the student-trainee understand that the student-trainee is not entitled to wages for the time spent in training.

STUDENT ORIENTATION generally includes a review of the assessment and evaluation data with the student and parent for the purpose of informing them why the student cannot be placed in the community for pay. The student and parent(s) should also be informed about the other program options and why this one is the most appropriate for the student. Students also should be advised as to school and site personnel expectations prior to placement with the training sponsor.

STUDENT PLACEMENT: Students will have a training agreement and plan before their placement and participation at the training site. How long the student stays at a site, using this option, depends on the ability of the student, intensity of vocational instruction, and the skills mastered by the student. To remain in compliance with the Department of Labor, the following should be adhered to:

> The time in attendance at the school, plus the time in attendance at the training station (on campus or off campus), does not substantially exceed the time the student would be required to attend school if following a normal academic schedule. Time in excess of one hour beyond the normal school schedule or attendance at the training session on days when school is not in session would be considered substantial.

TRAINING AGREEMENTS AND PLANS are required for any student entering into this program. These should be reviewed and updated on a quarterly basis, including evaluation of the student's progress at the site. The progress of the student can then be recorded for the purposes of grades and/or progress reports to the student, parent(s), and others as needed. The following lists the items that should be in the training agreement:

1. Clarifies program policies and procedures.
2. Lists the student's career objective.
3. Specifies that the training plan will be developed and followed.
4. Specifies the beginning and ending dates of the training.
5. States that the student will be supervised while at the training site.
6. States the student will receive a variety of job experiences.
7. States the minimum and maximum number of hours a week for the training or work experience.
8. Specifies that a student will not be dismissed from the job until a conference is held with the school coordinator.
9. Specifies that it may be necessary for the student to have some time off from the job for special school activities.
10. States that the school will provide instruction in the technical and related subject.
11. States that the employer agrees not to hire the student trainee on a full-time basis during the training period.

12. Specifies that as long as students are under 22 years of age and enrolled in a regular school vocational training program, for which they will receive credit, their earnings are exempt from both state and federal unemployment benefits.

13. States procedures to be followed if a student will be absent from work.

14. States that if a student is absent from school he/she will not be permitted to go to work, except under special circumstances.

15. States any established dress regulations of the school and training station.

16. States procedures for termination from the job and/or the work experience program if justification is determined by employer and teacher-coordinator.

17. Includes the student's name, date of birth, address, telephone number, and social security number.

18. States the names, addresses, and phone number of the teacher-coordinator and training sponsor.

19. States that the training sponsor will evaluate the performance of the student on a regular basis for grading purposes.

20. States that the parents are responsible for transportation of the student to and from work.

An example of training agreement and plan is included at the end of this section.

RELATED INSTRUCTION. Since this replicates the vocational lab that exists on the school campus, the special education and support staff will need to determine how the "related instruction" will be provided so that students will be assured:

1. On-the-job training
2. Related instruction that is job specific but also oriented toward marketable skills in areas such as:
    a. Job seeking
    b. Appropriate social
    c. Cooperating and getting along in work situations
    d. Training in staying on task
    e. Dealing with confrontation successfully

f. Decision making training

g. Job associated/related activities, e.g., insurance, equal pay, benefits, figuring wages due, and managing income from work

h. Mobility to and around work skill training

It is suggested that a point system based on activities (curricular experiences) the student completes will determine the points the students will get toward a grade and credit toward graduation. This makes the program option credible to parents, students, community trainers, and school administrators based on the definition of school credit in the Iowa Administrative Code.

SCHOOL CREDIT. 670--3.5(11) Iowa Administrative Code states:

> A unit of credit is hereby defined as that amount of credit earned by a pupil who successfully completes a course or related components or partial units that is either pursued for 36 weeks for the required number of minutes per week or as an equated requirement as a part of an innovative program filed as prescribed in 3.1(6). A fractional unit of credit shall be awarded in a manner consistent with this standard.
>
> In order for a course to yield one unit of credit, it must either be pursued for 36 weeks for at least 200 minutes per week, or for the equivalent of 120 hours of instruction. The board may award credit on a performance basis through the administration of an examination, provided that said examination covers the content ordinarily included in a regular course in the subject involved.

INSURANCE should be provided to cover the safety and well being of the special education students while being transported as well as while actively involved in work-related activities in the community for the following reasons:

1. The school is asking the community resource person (business and industry) to provide the student with an instruction experience it cannot provide.

2. This is a school-sponsored and supervised option just as any other school activity; therefore, it is considered a school-related responsibility.

3. The placement of the student in the community is preparatory for no pay. The status of the student is "student trainee" not "employee" so workmen's compensation is not required.

4. When an employee-employer relationship has not been established with a student, the business person is not responsible for:

    a. Liability for bodily injury

    b. Liability for property damage

    c. Unemployment compensation

(The preceding was suggested by the legal counsel for the United States Department of Education, Division of Research and Demonstration during the EBCE Project Development and Dissemination for Handicapped Students, July, 1978.)

The cost of the insurance can be assessed to parents or guardians in a manner similar to that of book rental and school insurance. If it is determined that the student cannot afford the cost of the insurance (i.e. he is low income), and the program is prescribed in the IEP, the district may pay the insurance cost from the weighted monies the student generates as a handicapped student and/or from other means that it uses for low income families.

(The above is based on P.L. 940142 Regulations, SS 121A.14(a)3 (b)1 and comments made under SS 121A.13 Related Services.)

It is recommended that policies and procedures be adopted regarding this and the information be provided parents when students are enrolled in this program.

TRAINING AGREEMENT
(EXAMPLE)

This agreement is made and entered into this __________ day of

_________________ (month), ________ (year) by and between ____________________________ (business and industry title),

______________________________ (school district) and __________________________________ (AEA)

It has been agreed by the above parties to contract for vocational training and instruction in ____________________________________ (vocation) for ____________________________ (student's full name), who is currently enrolled in a special education program in the ____________________________ (school district). The purpose of this contract shall be to facilitate training, appropriate supervision, and necessary support services.

This agreement shall become effective _________________ (date) and shall terminate on __________ (date). __________________________ (student's name) shall receive _______ hours of training per school week for ________ weeks.

1. _____________________________ (Business or industry title) agrees to provide the following:

   a. To provide vocational training in the area of _________________ (vocation)

      1. The occupational training, even though it includes actual operation of the facilities of an employer, must be similar to that which would be given in a vocational school.

      2. The training must be for the benefit of the student-trainee.

      3. The student-trainee must not displace regular employees, but work under their close supervision for the purpose of learning specific work skills.

4. The employer or tradesperson that provides the training must derive no immediate advantage from the activities of the student-trainee, and on occasion, his/her operation might actually be impeded.

5. The student-trainee is not necessarily entitled to a job at the conclusion of the training period.

6. The employer or tradesperson and the student-trainee understand that the student-trainee is not entitled to wages for time spent in training.

b. Provide a written summary of the student-trainee's performance.

c. If for any reason the employer no longer desires to work with the student-trainee, arrangements will be made with the coordinator to remove the student. Conferences about unsatisfactory situation, either at school or work, should be held to avoid the dismissal of the student-trainee from either school or the work training station.

d. Provide information (oral or written) describing areas of instruction, the school instructional staff, and AEA support staff can assist in or provide.

2. The ______________________ agrees to the following:
(school district)

a. To provide a coordinator to supervise the student's training activities.
NOTE: This could be provided by AEA or in combination with LEA staff.

b. To abide by the six-criteria established by the Fair Labor Standards Act to assure that this is training and not productive employment.

c. To follow up and support the instructional effort in the school program as identified in the individualized educational program.

d. Assure that there is insurance coverage afforded the student while enrolled in the program.

3. ________________________ will agree to and abide by the terms of
(student's name)
this vocational training agreement.

a. The student must not go to work if he/she is absent from school that day.

b. The student will adhere to all rules and regulations of the training agency, and make every effort to report for work promptly. In the event of illness or emergency, the student must notify the employer and the school officials immediately.

c. Students must read and agree to abide by program policy. The following is the student's weekly schedule at the

________________________ except for special excused school functions or
(business or industry)

holidays.

It is ______________________________ responsibility to notify

__________________________ when he/she will not be at the training site.
(contact person)

Monday - Tuesday - Wednesday - Thursday - Friday

It is the policy of the school and company not to discriminate against employees or customers. Students will be accepted for exploration, on-the-job training, clinical, or work experience, and assigned to job tasks regardless of race, color, national origin, sex, marital status, or disability.

--Policy memo 83-1-Nondiscrimination
Statements in Training Agreements
Career Ed. Division, May 1983.

Your signature indicates that you understand and agree to the above.

Date	Signature
__________	______________________________ (student)
__________	______________________________ (parent)
__________	______________________________ (special education teacher)
__________	______________________________ (school adviser)
__________	______________________________ (cooperating business or industry)
__________	______________________________ (AEA person)
__________	______________________________ (administrator)

"SPECIALLY DESIGNED"
OCCUPATIONAL OR VOCATIONAL TRAINING
(NO PAY)

GOALS: ______________________________

____

____

OBJECTIVES: ______________________________

____

____

____

____

____

____

____

____

ASSESSMENT
&
EVALUATION
STRATEGIES: ______________________________

____

____

____

____

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____

____

STUDENT TRAINEE EVALUATION
(EXAMPLE)

STUDENT________________________ SCHOOL________________________

SUBJECT________________________ TEACHER________________________

The intent of this form is to rate students' behavior and performance during their community based vocational training. Please rate the students' overall day-to-day performance using the following scale:

---

4 = Outstanding; 3 = Very Good; 2 = Satisfactory; 1 = Poor;
0 = Not Observed/Unknown

WORK HABITS					
Attendance - is reliable in punctuality and attendance	4	3	2	1	0
Appearance - has good hygiene, grooming, dress	4	3	2	1	0
Safety - uses care in activities that pose a hazard to others	4	3	2	1	0
LEARNING AND COMPREHENSION					
Oral Communication - understands instructions, asks for assistance, relays messages	4	3	2	1	0
Written Communication - follows written instructions, writes messages/orders	4	3	2	1	0
Demonstrative Instructions - follows demonstration, model, or diagram	4	3	2	1	0
Memory - remembers locations, instructions, codes, procedures, nomenclatures	4	3	2	1	0
Judgment - selects among alternatives, makes decisions, solves problems	4	3	2	1	0

INTERACTION WITH PEOPLE

Socialability - relates well with public	4	3	2	1	0
Teamwork - works well as member of a team, focuses attention of team on the work	4	3	2	1	0
Accepts Criticism - accepts suggestions, handles complaints	4	3	2	1	0

PERFORMANCE AND ABILITY

Quality - performs within well-defined tolerances or specifications	4	3	2	1	0
Timing - adheres to schedule, aware of time constraints	4	3	2	1	0
Pace - performs at a consistent rate of speed	4	3	2	1	0
Organized - follows established methods, sets up efficient work space or methods	4	3	2	1	0
Simultaneity - performs several activities at or near the same time	4	3	2	1	0
Dexterity - makes fine, coordinated movements	4	3	2	1	0
Stamina - has strength, perseverance, resists fatigue	4	3	2	1	0
Visual Acuity - perceives detail in paperwork or materials	4	3	2	1	0

PERSONAL CHARACTERISTICS

Frustration Tolerance - handles problems or stress, copes with difficulties	4	3	2	1	0
Independence - shows initiative, works with minimal supervision	4	3	2	1	0
Tenacity - willing to perform repetitive or unpleasant tasks	4	3	2	1	0

III.	AGENCY:	Iowa Department of Public Instruction Special Education Division Grimes State Office Building Des Moines, IA 50319-0416
	TITLE:	**"Specially Designed" Vocational Cooperative Education or Work Experience (Paid Employment & School Credit)**
	TARGET POPULATION:	All disabilities (mild-moderate-severe)
	AGE GROUP/ PROGRAM LEVEL:	All students above C.A. 16

NOTE

If an LEA is considering the use of the following information, it must ensure that program modifications adhere to Louisiana guidelines.

"SPECIALLY DESIGNED" COMMUNITY BASED VOCATIONAL TRAINING
(PAID EMPLOYMENT)

PROGRAM MODEL

Students are considered employees and paid wages.

Student receives school credit toward graduation.

Provides work experience after the student has been vocationally trained through the efforts of the school district.

Student has marketable skills than an employer can benefit from.

Student continues to gain experience and skills.

Instructional support continues by local district special education or vocational education staff (related instruction).

This experience replicates through the "special education" delivery system what regular vocational education students get during the co-op phase of their program.

REQUIRED

Stated goals and objectives in the student's IEP

A training agreement and plan should be updated, at a minimum, quarterly. This is for the grading or sharing student progress with the student and parent(s).

Related instruction by special education teacher and/or vocational instructor is required.

School credit toward high school graduation.

Continued monitoring and evaluating of student progress.

Transitional goals and objectives will be established 18 months before graduation and referrals made to appropriate support agencies, e.g., vocational rehabilitation, human services, work activity centers, sheltered workshops, or other adult providers.

Total hours worked and school instruction exceed 40 hours a week. (Refer to the Department of Labor Regulations.)

Adherence to Wage and Hour Regulations and Child Labor Laws if work site is covered.

If less than minimum wages are to be paid, the appropriate Wage and Hour applications must be filed.

The training sponsor (employer is exempt from Social Security, IPERS deductions, and unemployment compensation payments if the program is school sponsored and supervised).

The training sponsor is responsible for worker's compensation if the student-learner is injured while working.

RECOMMENDED

Student will be in the eleventh or twelfth grade or at the equivalent program level.

Student will not work more than 20 hours a week while enrolled in school.

RESOURCES

Federal and State Job Tax Credit
JTPA
Rehabilitation Services
Human Services

CO-OP EDUCATION AND TRAINING AGREEMENT
(EXAMPLE)

This agreement is made and entered into this __________ day of

__________________ (month), ________ (year) by and between ____________________________ (business or industry),

______________________________ (school district) and ____________________________________ (AEA).

It has been agreed by the above parties to provide a cooperative work experience (supervised paid employment) and continued vocational instruction in ______________________ (occupation) for ______________________ (student's full name), who is currently enrolled in a special education program in the

___________________________ (school district). The purpose of this contract shall be to facilitate the student's continued vocational cooperative training in a paid situation, but under appropriate supervision of the employer and LEA/AEA instructional and support staff.

This agreement shall become effective ____________________ (date) and shall terminate on _________________ (date).

The cooperative training experience will be provided based on the agreement of all parties to the following conditions:

1. The student, while in training, shall be considered a student-learner and shall progress from job to job within the occupational placement in order to gain experience in all possible phases of the operations and duties. The time schedule, as indicated in the training outline, shall be followed as closely as possible.
2. The training sponsor (business/industry) plans to provide not less than 15 hours or more than 20 hours per week of work experience while the student is enrolled in school.
3. The school will provide instruction in the technical and related subjects necessitated by the student's placement.

4. The student-learner will demonstrate a willingness to learn and to cooperate with all persons responsible for his cooperative training experience.

5. The student must not go to work if he is absent from school that day.

6. The wages paid the student-learner shall be those which the training sponsor (employer) would pay to a beginning employee doing the same work. This rate is to be the minimum legal wage required for the business with possibilities of advancement. The business may, if qualified, file a subminimum wage form with Wage Hour and Labor for the school year. The beginning rate of pay is to be __________ per hour.

7. The student-learner will adhere to all rules and regulations of the training agency, and make every effort to report for work promptly. In the event of illness or emergency, the student must notify the employer and the school officials immediately.

8. If for any reason the employer no longer desires to employ student-learner, the teacher-coordinator (LEA) or work experience coordinator (AEA) will arrange to remove the student. Conferences about unsatisfactory situations, either at school or work, should be held to avoid the dismissal of the student-learner from either the school or work station.

9. The training sponsor (employer) cannot hire the student-learner on a full-time basis during the period of this agreement.

10. Section 96.19-7-g(7) of the Code of Iowa states that as long as the student is under 22 years of age and is enrolled in a "specially designed vocational school training program under a cooperative agreement for which he will receive academic credit, his earnings are exempt from both state and federal unemployment."

11. The training sponsor (employer) is also exempt from Social Security and/or IPERS deductions if the program is school sponsored and supervised and there is a cooperative agreement and plan for each student-learner.

The following is the student's weekly work schedule at

____
(business/industry)

except for special excused school functions or holidays.

	a.m.	p.m.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

It is the policy of the school and company not to discriminate against employees or customers. Students will be accepted for exploration, on-the-job training, clinical or work experience, and assigned to job tasks regardless of race, color, national origin, sex, marital status, or disability.

--Policy memo 89-3-Nondiscrimination
Statement in Training Agreements
Career Education Division, May, 1983.

Your signature indicates that you understand and agree to the above.

Date	Signature
____________	______________________________ (student)
____________	______________________________ (parent)
____________	______________________________ (special education teacher)
____________	______________________________ (school adviser)
____________	______________________________ (cooperating business/industry)
____________	______________________________ (AEA person)
____________	______________________________ (administrator)

STUDENT-LEARNER EVALUATION

____
Date of Evaluation

Student: ____________________ C.A. or Grade: ____________

Job Area: ____________________ Duties Performed: __________

____

Please evaluate the student-learner's employability by filling in this form. Please rate the student-learner's performance by the following criteria: 0 = Not Observed/Unknown, 1 = Poor, 2 = Satisfactory, 3 = Very Good, 4 = Outstanding.

	0	1	2	3	4
General Eye-hand Dexterity					
General Motor Coordination					
Work Habits					
Mental Capabilities					
Motivation					
Social Adjustment					
Physical Tolerance					

LEARNING ABILITY

1. ( ) Learns quickly and retains information.
2. ( ) Has ability to learn this job.
3. ( ) Needs repeated instructions, but is capable of learning.
4. ( ) Cannot absorb instructions well enough to learn the job.
5. ( ) Shows learning ability, but personality would slow the learning process.
6. ( ) Other remarks:

COOPERATION: Ability to work with other trainees and employees:

1. ( ) Works easily with others; is courteous and cooperative.
2. ( ) Works fairly well with others; shows some cooperation and courtesy.
3. ( ) Does not work well in a group.
4. ( ) Other remarks:

SELF-CONTROL: Ability of evaluatee to control him/herself in job situation:

1. ( ) Even tempered, shows adequate self-control.
2. ( ) Fairly even tempered; usually avoids display of emotions; is not easily disturbed.
3. ( ) Is easily disturbed, shows excessive emotion.
4. ( ) Other remarks:

REACTION TO SUPERVISION: Trainee's ability to accept supervision and direction:

1. ( ) Accepts supervision and direction positively; is well motivated.
2. ( ) Accepts supervision and direction fairly well; adequate response.
3. ( ) Responds poorly to direction or criticism.
4. ( ) Other remarks:

DEGREE OF SUPERVISION REQUIRED: Refers to amount of supervision evaluatee requires to perform adequately

1. ( ) Minimum Supervision required.
2. ( ) Medium Supervision required.
3. ( ) Close supervision required more than half time.
4. ( ) Requires full-time supervision.
5. ( ) Other remarks:

INTEREST: Interest level of evaluatee in job itself

1. ( ) Was consistently interested in this job.
2. ( ) Interest (increased) (decreased) during try out.
3. ( ) Some interest demonstrated.
4. ( ) Was not interested.
5. ( ) Other remarks:

BUSINESS/INDUSTRY
OTHER: How does trainee apply him/herself

1. ( ) Consistently hard worker.
2. ( ) Fairly consistent worker.
3. ( ) Wastes time; does not apply him/herself; seldom completes assigned task.
4. ( ) Other remarks:

PUNCTUALITY:

1. ( ) Always reports to assignment on time.
2. ( ) Occasionally late in reporting.
3. ( ) Frequently absent.
4. ( ) Other remarks:

ATTENDANCE ON JOB:

1. ( ) Present everyday.
2. ( ) Generally present.
3. ( ) Frequently absent.
4. ( ) Other remarks:

PERSONAL APPEARANCE: Refers to evaluatee's appearance on job:

1. ( ) Is clothed appropriately for job, keeps him/herself as neat as can be expected for type of work performed.
2. ( ) Clothing appropriate, could pay better attention to personal appearance.
3. ( ) Clothed inappropriately, general appearance unkempt and untidy.
4. ( ) Other remarks:

SPEED OF PERFORMANCE:

1. ( ) Speed compares favorably with that of employees in similar work.
2. ( ) Speed compares favorably with other evaluatees on this task.
3. ( ) Speed of performance adequate for situation.
4. ( ) Speed of performance inadequate.
5. ( ) Other remarks:

VOLUME OF PERFORMANCE:

1. ( ) Volume of production compares favorably with employee norms for this operation.
2. ( ) Volume of production above regular evaluatees norms for this operation.
3. ( ) Volume of production meets evaluatee norms for this operation.
4. ( ) Volume of production below evaluatee norms for this operation.
5. ( ) Volume of production unsatisfactory.
6. ( ) Not applicable.
7. ( ) Other remarks:

QUALITY OF PERFORMANCE:

1. ( ) Superior
2. ( ) Good
3. ( ) Fair
4. ( ) Poor
5. ( ) Totally unsatisfactory

GENERAL WORK HABITS, ATTITUDES, AND RESPONSE:

1. ( ) Good
2. ( ) Fair
3. ( ) Poor
4. ( ) Totally unsatisfactory

Were there any indications of possible improvement in overall performance?

YES ( ) NO ( )

Is the evaluatee an acceptable candidate for further training in this area?

YES ( ) NO ( ) PROBLEMATICAL ( )

If answer is "problematical" or "no," please explain:_______________

____

GENERAL FACTORS:

	Yes	No	
1.	( )	( )	Finds work to do
2.	( )	( )	Has pride in work
3.	( )	( )	Is asset to job
4.	( )	( )	Is overly aggressive
5.	( )	( )	Is overly withdrawn
6.	( )	( )	Is overly social
7.	( )	( )	Is disturbing influence
8.	( )	( )	Distracts easily
9.	( )	( )	Gives up easily
10.	( )	( )	Completes work assignments

Please comment briefly about your overall opinion on the employability of the student learner.

____

____

____

____

WORK EXPERIENCE INSTRUCTOR (AEA)
SPECIAL EDUCATION TEACHER/
COORDINATOR (LEA)
(Signature)

____

SITE SUPERVISOR'S/TRAINING SUPERVISOR
(Signature)

DEFINITIONS

ACTIVITY SHEETS: Facilitates the coordination of activities between the exploration site and in-school activities. Since this is not vocational training or cooperative work experience, training agreements and plans cannot be required but are recommended since they provide a management system between the school instructional staff and the community resource person.

CAREER ORIENTED PLACEMENT: The training provided by this kind of placement is career oriented as it requires no lengthy observation or training. It provides special education teacher-coordinators (LEA) and work experience coordinators (AEA) with opportunities to situationally access the students career interests, abilities, and limitations prior to the student's advancing to more in-depth vocational training and work experience.

COMMENSURATE WAGE RATE. Wages paid to handicapped workers must be comparable to those paid to nonhandicapped workers in the industry in the vicinity for essentially the same type, quality, and quantity of work. If a handicapped person is to receive a percentage of the prevailing wage rate, it would be based on what the rate is locally, not the minimum wage; i.e. a dishwasher gets $4 and hour at Joe's Place. However, if the minimum wage is the higher of the two, the percentage is based on the minimum wage.

COMMUNITY RESOURCE PERSON: A business or industry person who provides a site for exploration, assists with suggestions for the activity sheets, and evaluates the student's performance during the time spent at the site.

COOPERATIVE EDUCATION: (P.L. 94-482) A program of vocational education for persons, who, through written cooperative arrangements between the school and an employer-trainer, receive instruction including required academic courses and related vocational instruction by alternation of study in the school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability.

FULL-TIME STUDENTS: Part 519 of the FLSA addresses "full-time" students. Full-time students means the students are in school full-time and are employed in a retail, service establishment, agriculture, schools, or institutions of higher education after school hours. Under a subminimum wage certificate issued by the Wage and Hour Division, these "full-time" students may work for 85 percent of the minimum wage.

HANDICAPPED WORKER: An individual whose earning capacity is impaired by age, physical or mental deficiency, or injury for the work he/she is to perform. The individual cannot produce at the same rate as his/her fellow workers.

HANDICAPPED TRAINEE: An individual whose earning capacity is impaired by age, physical or mental deficiency, or injury, and who is receiving or is scheduled to receive on-the-job training in industry.

"SPECIALLY DESIGNED" VOCATIONAL EDUCATION: Programs that are developed on an individualized basis for special education students who are unable to benefit from vocational programming in regular education. "Specially designed" vocational options are developed for students when:

1. Existing vocational instruction cannot be modified to the degree required so the handicapped student can participate,
2. The vocational program(s) available is (are) inappropriate for the student at the local level, and
3. No program option is available at the local level which meets the assessed aptitude, interest, and abilities of the special education student.

STUDENT: So that there will be no misunderstanding between school personnel, Iowa Bureau of Labor, and the Federal Wage and Hour Division, it is important to call all students enrolled in experiential exploration (EBCE) "Students." They should not be referred to as "student-trainees," "student-learners" or "work experience students," as these terms have different meanings for the Iowa Bureau of Labor and the Federal Wage and Hour Division when they try to determine the rules and regulations that may or may not apply to the student's placement.

Students enrolled in exploration activities cannot become involved in an employee-employer relationship. There are six criteria which are used to determine if a student's involvement in a work site constitutes employment. The six criteria are described in this section.

STUDENT-LEARNER: A student who is receiving instruction at an accredited school, college, or university, and who is employed on a part-time basis pursuant to a bona fide occupational training program (regular or "specially designed"). Generally, the student has progressed from being a student-trainee (vocational training/no pay) to a student-learner (vocational co-op or work experience).

STUDENT TRAINEE: A special education student enrolled in a regular vocational training program or a "specially designed" program for which the school contracts with a community person to train the student because an appropriate vocational training program is not available from the school. The student is not paid for this experience but receives school credit toward high school graduation requirements.

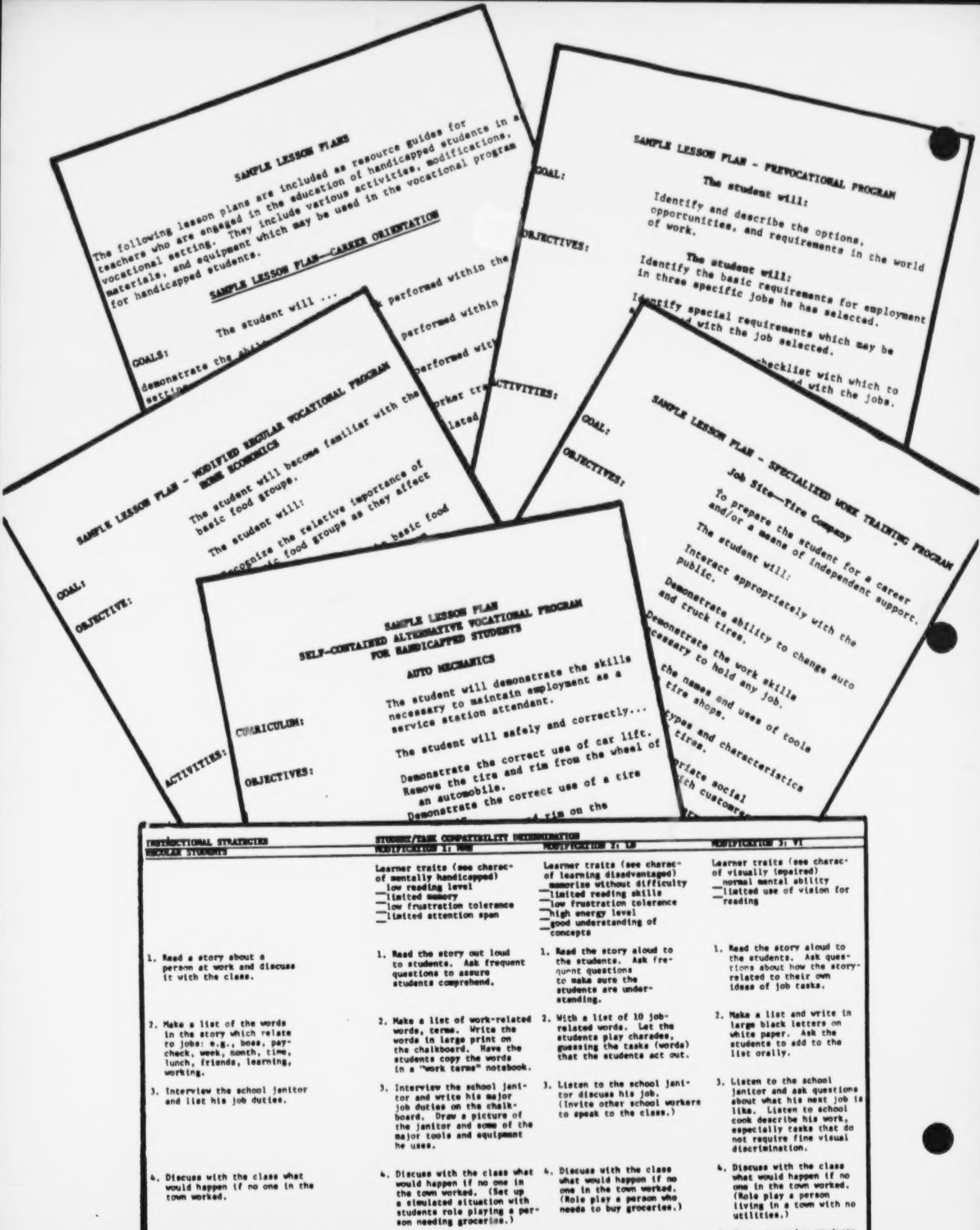
TRAINING AGREEMENT: A printed form prepared by the secondary special education teacher-coordinator (LEA) or work experience coordinator (AEA). The form is completed in a conference between the training sponsor, LEA coordinator, and/or the AEA work experience instructor. Training agreements should be developed based on local conditions and requirements as well as the individual needs of the special education student and training sponsor.

TRAINING PLAN: A written outline of the knowledge, behaviors, and skills the special education student should develop during training and/or work experience. The teacher-coordinator (LEA) or WEI (AEA) develops the training plan by interviewing the training sponsor as to what competencies can be developed and measured during the training experience. The training plan is then developed through an analysis of the tasks and duties needed to be successful in the occupation selected for the student's training experience.

TRAINING SPONSOR: An individual to whom the student-trainee, student-learner, or handicapped trainee looks for instruction and training which is job specific. The training sponsor may be the owner or manager of a business or a responsible individual appointed by management to work on a day-to-day basis with the student for instructional purposes.

WORK-STUDY STUDENT: A term used when a full-time student is released from school for a period of two to work as an incentive to stay enrolled in school. The student may or may not be supervised by school personnel (local district policy). Credit toward graduation for work release or work study is also based on local district policy, but is generally not considered vocational education.

VOCATIONAL EDUCATION: Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree (P.L. 94-142 Regulations. It is taken from the Carl D. Perkins Vocational Education Act as amended by P.L. 98-524).



SAMPLE LESSON PLANS

The following lesson plans are included as resource guides for teachers who are engaged in the education of handicapped students in a vocational setting. They include various activities, modifications, materials, and equipment which may be used in the vocational program for handicapped students.

SAMPLE LESSON PLAN—CAREER ORIENTATION

The student will ...

GOALS:

demonstrate the abi

setting

performed within the

performed within

performed with

performed wit

orker tr

lated

SAMPLE LESSON PLAN - PREVOCATIONAL PROGRAM

GOAL:

The student will:

Identify and describe the options, opportunities, and requirements in the world of work.

OBJECTIVES:

The student will:

Identify the basic requirements for employment in three specific jobs he has selected.

Identify special requirements which may be

d with the job selected.

checklist with which to

d with the jobs.

ACTIVITIES:

SAMPLE LESSON PLAN - MODIFIED REGULAR VOCATIONAL PROGRAM HOME ECONOMICS

GOAL:

The student will become familiar with the basic food groups.

OBJECTIVE:

The student will:

Recognize the relative importance of

ic food groups as they affect

basic food

ACTIVITIES:

SAMPLE LESSON PLAN - SPECIALIZED WORK TRAINING PROGRAM

Job Site—Tire Company

GOAL:

To prepare the student for a career and/or a means of independent support.

OBJECTIVES:

The student will:

Interact appropriately with the public.

Demonstrate ability to change auto and truck tires.

Demonstrate the work skills necessary to hold any job.

the names and uses of tools

tire shops.

types and characteristics

tires.

priate social

ith customers

SAMPLE LESSON PLAN

SELF-CONTAINED ALTERNATIVE VOCATIONAL PROGRAM FOR HANDICAPPED STUDENTS

AUTO MECHANICS

CURRICULUM:

The student will demonstrate the skills necessary to maintain employment as a service station attendant.

OBJECTIVES:

The student will safely and correctly...

Demonstrate the correct use of car lift.

Remove the tire and rim from the wheel of an automobile.

Demonstrate the correct use of a tire

d rim on the

INSTRUCTIONAL STRATEGIES	STUDENT/TASK COMPATIBILITY DETERMINATION		
REGULAR STUDENTS	MODIFICATION 1: MH	MODIFICATION 2: LD	MODIFICATION 3: VI
	Learner traits (see charac- of mentally handicapped) __low reading level __limited memory __low frustration tolerance __limited attention span	Learner traits (see charac- of learning disadvantaged) __memorize without difficulty __limited reading skills __low frustration tolerance __high energy level __good understanding of concepts	Learner traits (see charac- of visually impaired) __normal mental ability __limited use of vision for reading
1. Read a story about a person at work and discuss it with the class.	1. Read the story out loud to students. Ask frequent questions to assure students comprehend.	1. Read the story aloud to the students. Ask frequent questions to make sure the students are understanding.	1. Read the story aloud to the students. Ask questions about how the story-related to their own ideas of job tasks.
2. Make a list of the words in the story which relate to jobs: e.g., boss, paycheck, week, month, time, lunch, friends, learning, working.	2. Make a list of work-related words, terms. Write the words in large print on the chalkboard. Have the students copy the words in a "work terms" notebook.	2. With a list of 10 job-related words. Let the students play charades, guessing the tasks (words) that the students act out.	2. Make a list and write in large black letters on white paper. Ask the students to add to the list orally.
3. Interview the school janitor and list his job duties.	3. Interview the school janitor and write his major job duties on the chalkboard. Draw a picture of the janitor and some of the major tools and equipment he uses.	3. Listen to the school janitor discuss his job. (Invite other school workers to speak to the class.)	3. Listen to the school janitor and ask questions about what his next job is like. Listen to school cook describe his work, especially tasks that do not require fine visual discrimination.
4. Discuss with the class what would happen if no one in the town worked.	4. Discuss with the class what would happen if no one in the town worked. (Set up a simulated situation with students role playing a person needing groceries.)	4. Discuss with the class what would happen if no one in the town worked. (Role play a person who needs to buy groceries.)	4. Discuss with the class what would happen if no one in the town worked. (Role play a person living in a town with no utilities.)
5. Students will find pictures in magazines or newspapers of people working and cut them out to glue into a collage	5. Same as regular students.	5. Same as regular students.	5. Same as regular students.

APPENDIX C
SAMPLE LESSON PLANS

APPENDIX C

SAMPLE LESSON PLANS

CAREER ORIENTATION TRAINING 401

PREVOCATIONAL TRAINING 407

SPECIALIZED WORK TRAINING 413

MODIFIED REGULAR VOCATIONAL PROGRAM 417

SELF-CONTAINED ALTERNATIVE VOCATIONAL PROGRAM 421

SAMPLE LESSON PLANS

The following lesson plans are included as resource guides for teachers who are engaged in the education of handicapped students in a vocational setting. They include various activities, modifications, materials, and equipment which may be used in the vocational program for handicapped students.

SAMPLE LESSON PLAN--CAREER ORIENTATION

GOALS: The student will ...

demonstrate the ability to identify work performed within the home setting.

demonstrate the ability to identify work performed within the school setting.

demonstrate the ability to identify work performed within the broader environment of the community.

demonstrate the ability to identify good worker traits/behaviors.

demonstrate the ability to identify work-related academics

OBJECTIVES: The student will ...

list and describe the various chores performed daily by himself and the other family members in the home on a weekly basis.

list and describe the various jobs performed by the professional, paraprofessional and other skilled workers within the school setting.

list and describe the duties, responsibilities and jobs performed by the community helpers.

list and define five generic traits of a good worker.

list and define five generic work-related academic skills performed in the job duties and responsibilities of the community helpers.

ACTIVITIES: The student will ...

wirte a paragraph describing one chore performed by each member of the family group, explaining how each person depends upon the successful performance of the other duties.

write a one-page story describing five different occupations within the school settings and how each relates to the overall operation of the educational program.

write a one page story describing five of the specific duties and responsibilities of one of the identified community helpers.

write a paragraph describing five generic traits of a good worker and explain why each is desirable.

write a paragraph listing and explaining five generic work-related academic skills performed in the job duties and responsibilities of one identified community helper.

TASK EVALUATION: The student will ...

orally list and/or write a list of the specific tasks performed within the home setting, explaining the significance of each.

orally describe and/or write a story about five occupations performed within the school environment and how each relates to the other.

orally list and/or write a story about five of the commonly identified community helpers and/or the related duties performed by a significant family member or adult.

communicate with his parents, educators and/or other significant adults to gain information related to the generic traits of a good worker, orally describing each or writing a paragraph.

orally list or write a list of the academic skills including reading, writing and mathematical skills related to specific job responsibiliites of a community helper.

INSTRUCTIONAL STRATEGIES	STUDENT/TASK COMPATIBILITY DETERMINATION		
REGULAR STUDENTS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	Learner traits (see charac- of mentally handicapped) __low reading level __limited memory __low frustration tolerance __limited attention span __	Learner traits (see charac- of learning disadvantaged) __memorize without difficulty __limited reading skills __low frustration tolerance __high energy level __good understanding of concepts	Learner traits (see charac- of visually impaired) __normal mental ability __limited use of vision for reading
1. Read a story about a person at work and discuss it with the class.	1. Read the story out loud to students. Ask frequent questions to assure students comprehend.	1. Read the story aloud to the students. Ask frequent questions to make sure the students are understanding.	1. Read the story aloud to the students. Ask questions about how the story-related to their own ideas of job tasks.
2. Make a list of the words in the story which relate to jobs: e.g., boss, paycheck, week, month, time, lunch, friends, learning, working.	2. Make a list of work-related words, terms. Write the words in large print on the chalkboard. Have the students copy the words in a "work terms" notebook.	2. With a list of 10 job-related words. Let the students play charades, guessing the tasks (words) that the students act out.	2. Make a list and write in large black letters on white paper. Ask the students to add to the list orally.
3. Interview the school janitor and list his job duties.	3. Interview the school janitor and write his major job duties on the chalkboard. Draw a picture of the janitor and some of the major tools and equipment he uses.	3. Listen to the school janitor discuss his job. (Invite other school workers to speak to the class.)	3. Listen to the school janitor and ask questions about what his next job is like. Listen to school cook describe his work, especially tasks that do not require fine visual discrimination.
4. Discuss with the class what would happen if no one in the town worked.	4. Discuss with the class what would happen if no one in the town worked. (Set up a simulated situation with students role playing a person needing groceries.)	4. Discuss with the class what would happen if no one in the town worked. (Role play a person who needs to buy groceries.)	4. Discuss with the class what would happen if no one in the town worked. (Role play a person living in a town with no utilities.)
5. Students will find pictures in magazines or newspapers of people working and cut them out to glue into a collage.	5. Same as regular students.	5. Same as regular students.	5. Same as regular students.

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SAMPLE OF SETTINGS MODIFICATIONS

REGULAR CLASS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	Regular class, self-contained or regular class with support services or self-contained in special school or homebound regular instruction or self-contained regular with vocational school	Regular class with support services or self-contained in special school or vocational alternative program on regular school campus.	Regular class with support services or resource room or self-contained in special school

SAMPLE OF SUPPORT SERVICES

REGULAR CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
None	Teacher aide	Teacher aide	Teacher aide
	School building level committee	School building level committee	Parent
	Intervention Strategist	Intervention Strategist	School building committee
	Parent/Guardian	Counselor Evaluation team	Vocational
	Counselor	Mental Health Services	Equipment modification
	Vocational Advisers	Parent Psychologist Nurse Vocational Evaluation team	Intervention strategist
	Vocational Rehabilitation Office		

SAMPLE OF MATERIALS, SUPPLIES, EQUIPMENT

REGULAR CLASS	MODIFICATION 1: EMH	MODIFICATION 2: LD	MODIFICATION 3: VI
1. Story about a person with a job. This can be found in a number of sources, including "The Juke Box," "The Job Ahead," etc.	1. Story about a person in a job in a fast food restaurant or mechanics shop.	1. Story about a person in a job in a fast food restaurant or a mechanics shop	1. Story about a person in a fast food restaurant or other setting where fine visual discrimination is not essential.
paper and colored ink pens (for making the class word list)	same as regular	same as regular	same as regular
2. Set appointment for janitor to come to the class.	same as regular	same as regular	Set appointment with janitor and cafeteria worker to demonstrate equipment use in class.
magazines, newspapers, with pictures of people working	same as regular	same as regular	same as regular

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SAMPLE OF EVALUATION MODIFICATIONS

REGULAR CLASS	MODIFICATION 1: MMR	MODIFICATION 2: LD	MODIFICATION 3: VI
Determine number of correct responses to questions on the story.	Determine the number of responses to questions about the story, asked and answered verbally.	Same as Modification	Same as Modification 1
Determine the number words the students can list on their own and compare to class list.	Determine the number of words students can read from the list.	Same as Modification 1	Same as regular students only perform at the board or other large surface.
Observe each student as he cuts and notes skills	Same as regular	Same as regular students	Same as regular students

SAMPLE LESSON PLAN - PREVOCATIONAL PROGRAM

The student will:

GOAL: Identify and describe the options, opportunities, and requirements in the world of work.

The student will:

OBJECTIVES: Identify the basic requirements for employment in three specific jobs he has selected.

Identify special requirements which may be associated with the job selected.

Develop an interview checklist with which to interview a worker associated with the jobs.

Develop a pamphlet of selected jobs and associated requirements for employability.

ACTIVITIES: View film on various occupations.

Discuss various aspects of jobs viewed on the films.

Curriculum concepts can be discussed related to:

- Health
- Housing
- Manuals
- Physical requirements
- Safety equipment
- Special equipment
- Tools
- Transportation
- Uniforms
- Work environment
- Educational academic/ vocational skill training

Students can develop an interview checklist and role play.

Resource persons visit class and discuss their roles.

Prepared career pamphlets can be displayed

Class career booklets can be prepared with help of librarian.

Students can develop a "What's My Line" game to play with the information gathered.

Students can visit job-sites and observe persons performing job activities.

Students can bring to class work-related items "equipment" such as clothing, helmets, goggles, special gloves, instrument, etc.

Class can stage an occupational "dress up" day and present information to the student body.

TASK EVALUATION: Ready access to magazines

Transportation to job sites

Acquired use of dictionary

Time for access to school library

Access to booklet materials

glue
scissors
binding
paper

Access to work-related equipment and clothing

Motor skills appropriate for cutting and pasting

SAMPLE OF INSTRUCTIONAL STRATEGIES MODIFIED TO MATCH STUDENT/TASK COMPATIBILITY

REGULAR STUDENTS	MODIFICATION 1: EMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	Learner traits (see charac- of mentally handicapped) __low reading level __limited memory __low frustration tolerance __limited attention span	Learner traits (see charac- of learning disadvantaged) __distractible __limited abstraction skills __poor visual-motor skills	Learner traits (see charac- of visually impaired) __normal mental ability __limited use of vision for printed material
1. Have students identify three occupations in which they are interested from the text.	1. Identify specific jobs from a pictorial collection of many occupations depicted in environmental and task oriented forms (Commercially or teacher prepared).	1. Pair with EMH student in order to foster over-learning 2. Use high interest, low vocabulary texts.	1. Select from large print vocational reference and extend attention span. 2. Use bar magnifiers with regular texts.
2. Have students write a brief pamphlet for each occupation describing and illustrating special requirements such as clothing, tools, etc. needed.	1. Select pictures from magazines & organize into an occupational booklet. 2. Pick correct written information after having read orally with a group (Second grade level text) modified by teacher. 3. Copy from written text the appropriate one to go with pictures.	1. Have students select appropriate paragraph or captions from teacher prepared copy sheets to cut and paste into pamphlet.	1. Have student use dark felt-tip pens for writing. 2. Have students cut and paste pictures from magazines depicting appropriate jobs.
3. Have students compose and list on the board the basic steps in conducting a worker interview. Have students discuss this.	1. Have pictorial steps depicted on bulletin board. 2. Use a prepared filmstrip.	None	1. Use large print books. 2. Write larger on board. 3. Use prepared filmstrip.

SAMPLE OF INSTRUCTIONAL STRATEGIES MODIFIED TO MATCH STUDENT/TASK COMPATIBILITY

REGULAR STUDENTS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
4. Have students conduct an interview and take brief notes for an occupational brief.	1. Have students use the tape recorder from the interview notes.	1. (Same as for MH students)	1. (Same as for MH students)

SAMPLE OF SETTINGS MODIFICATION

	MODIFICATION 1	MODIFICATION 2 (Regular Classroom)	MODIFICATION (Regular Classroom)
Regular Classroom	1. Regular classroom with small group instruction modified curriculum 2. Special class with alternative curriculum and smaller number per teacher 3. Modified equipment and general work area; use of pictorial signs, etc.	1. Small group instruction 2. Seated near instruction 3. Non-distracting immediate environment 4. Special classes with alternative and highly selective curriculum for Learning Disabled students who have severe visual-motor or distraction problems.	1. Seated with back to light 2. Eliminate glare 3. Lighting at minimum of 40 foot candles 4. Modify room for better mobility of VI. 5. Sectioned work stations

SAMPLE OF SUPPORT SERVI TION

	MODIFICATION 1	MODIFICATION 2	MODIFICATION
	1. Aides to drill and discuss with one of the groups 2. Use of maintenance department of modify equipment and work areas 3. School counselor for group discussion on occupation and job fit	3. Same 4. Vocational-Rehabilitation	1. Use of an aide 2. Schedule teacher of visually impaired to work with student during preparation of pamphlet 3. Same 4. Vocational-Rehabilitation

SAMPLE OF MODIFICATIONS MATERIALS, SUPPLIES, EQUIPMENT

REGULAR STUDENTS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	1. Taped books	1. Highly pictorial materials	1. Tilt-top desks
	2. Calculators	2. Hi-Low reading materials	2. Special materials: (audio-visual materials, prepacked learning systems for V.I., individualized systems)
	3. Oral tests	3. Manipulatives for abstract concepts	3. Large print books
	4. High interest, low vocabulary materials	4. Highly motivating texts and materials	4. Taped books
	5. Highly pictorial materials	5. Typewriters	5. Tape recorders
	6. Booklet, supplies, paper	6. Tape recorders	6. Braille materials & equip.
	7. binding, markers, tape, magazines, newspapers clippings, pens, etc.	7. Calculators	7. Bar magnifiers
		8. Templates for writing or drawing	8. Tactile support equip.
		9. High contrast materials, texts and illustrations	9. New Technology Instruments: a. Optacon - converts line of print into tactile patterns. b. Optophone, Visotactor, & Stereotoner - converts printed materials into a tone pattern c. Kurzweil Reading Machine - converts English text into speech by means of computer terminal.

SAMPLE OF EVALUATIONS MODIFICATIONS

REGULAR STUDENTS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	Strategy #1	Strategy #2	Strategy #3
	1. Number of different occupations correctly selected 2. Quality of finished pamphlets 3. Oral listing of the necessary steps 4. Teacher observation and taped	Same	Same

SAMPLE OF REVISION MODIFICATIONS

Revisions may be necessary regarding the number of occupations concentrated upon at a given time interval for the MH students and the learning disabled students. Job interview steps may need to be discussed one at a time in order to establish mastery for the same students. Job interview skills should be kept at a minimum and very logical and sequential for the MH students in order to reduce confusion and frustration.

SAMPLE OF REINFORCEMENT MODIFICATIONS

The strategies as listed serve as reinforcement through the use of knowledge obtained in studying the various occupations, then using that knowledge for actual interviews with workers in the chosen job clusters. Also, as work exploration and job skill will be expanded as students actually experience the tasks, uniforms, etc., inherent in the specific jobs.

Also, recognition of a job well done on pamphlets or booklets by displaying them is also a good strategy for reinforcement. Of course, careful management of task analysis regarding each exceptionality and capability in order to promote success is by far the best reinforcer available.

SAMPLE LESSON PLAN - SPECIALIZED WORK TRAINING PROGRAM

Job Site—Tire Company

GOAL: To prepare the student for a career and/or a means of independent support.

OBJECTIVES: The student will:

Interact appropriately with the public.

Demonstrate ability to change auto and truck tires.

Demonstrate the work skills necessary to hold any job.

ACTIVITIES: Learn the names and uses of tools used in tire shops.

Learn the types and characteristics of different tires.

Model the appropriate social behavior to use with customres.

Perform tasks necessary in changing a tire.

TASK EVALUATION: Task requiring memory and vocabulary

- knowing the names of the tools
- recognizing the tools

Tasks requiring manual dexterity

- adjusting the tire-balance machine
- removing the wheelcovers and lugs
- operating the cash register
- using the air pump

Tasks requiring reading/writing

- filling out invoices
- filling out requisitions
- taking inventory

Tasks requiring math

- adding bills
- making change
- keeping time cards

STUDENT/TASK COMPATIBILITY DETERMINATION

REGULAR STUDENTS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	Learner traits (see charac- of mentally handicapped) __low reading level __limited memory __low frustration tolerance __limited attention span	Learner traits (see charac- of learning disadvantaged) __limited reading skills __low frustration tolerance __high energy level __difficulty with sequencing	Learner traits (see charac- of visually impaired) __normal mental ability __limited use of vision for reading
1. Match the picture of tools with the names and uses.	1. Name the tools orally. When the names are learned, introduce the students to the written words gradually. Match words with corresponding pictures.	1. Name the tools orally; using pictures, allow students to discuss what possible use the tools might have.	1. Using the large bright pictures, name the tools orally. Trace the shapes with fingers. Or, if severely impaired, hold real tools and discuss their shapes and uses.
2. Observe filmstrip in class.	2. Bring tools to class and allow the students to handle them, draw them. Describe their uses in the filmstrip.	2. Observe filmstrip in class.	2. Listen to a visiting tire mechanic talk about the way that he uses the tools.
3. Identify the different types of tires from pictures and newspaper ads.	3. Identify the different types of tires from pictures, showing no more than three at one time. Cut pictures from newspaper and paste on bulletin board with large print labels.	3. Identify different kinds of tires on cars in the school parking lot. List the types; then look for them in the ads.	3. Visit a tire store and feel the types of tires. Identify from size, tread and large printed store ads the type of tires.
4. Fill out bills and write receipts.	4. Work exercise sheets on adding money. Identify the word "receipt" and discuss the need for it.	4. Using a receipt book and invoice from a tire store, identify the words and use them for spelling bees, word puzzles, etc.	4. Develop a receipt in a form in which a student can recognize by feel where the items are to be listed. Practice giving prices orally and writing them by feel so that a customer could read them.

SETTING MODIFICATIONS

REGULAR CLASS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	1. Regular class self-contained 2. Regular class with support services 3. Self-contained in special school 4. Homebound regular instruction 5. Self-contained regular with vocational school	1. Regular class with support services 2. Self-contained in special school 3. Vocational Alternative program on regular school campus	1. Regular class with support services 2. Resource room self-contained special school

SUPPORT SERVICES MODIFICATIONS

REGULAR VI CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3:
None	Teacher aide School building level committee Intervention strategist Parent/Guardian Counselor Vocational advisors Vocational Rehabilitation Office	Teacher aide School building level committee Intervention strategist Counselor Mental Health Services Parent Psychologist Nurse Vocational evaluation team	Teacher aide Parent School building committee Vocational evaluation team Equipment modification Intervention strategist

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MODIFICATIONS OF MATERIALS, EQUIPMENT, AND SUPPLIES

REGULAR CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3:
1. Mimeographed sheets with pictures of tools with names in a list to be matched 3. Newspaper ads and promotional pictures	1. Pictures of tools in color and only one to a sheet 2. General tire changing tools and tools used for similar tasks 3. Pictures of tools news ads Large piece of bulletin board paper for collage Glue Scissors	1. Pictures of tools in simple form (one tool to a picture) 2. Visiting person from an auto shop or tire store 3. Permission permits from principal 4. Copies of receipts used by auto or tire store	1. Large simple pictures of tools 2. Visiting tire mechanic 3. Transportation permits from parents 4. Paper, scissors, and black markers for making receipts

EVALUATION MODIFICATIONS

REGULAR VI CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3:
1. Compare number of responses on pre- and post-tests (use written objective).	1. Compare number of correct responses on pre- and post-tests. (Use pictures on the tests.)	1. Compare number of correct responses on pre- and post-tests. (Read the tests to them.)	1. Compare number of correct responses on pre- and post-tests. (Use the tires, actual tools, to test.)

SAMPLE LESSON PLAN - MODIFIED REGULAR VOCATIONAL PROGRAM
HOME ECONOMICS

GOAL: The student will become familiar with the basic food groups.

OBJECTIVE: The student will:

Recognize the relative importance of the basic food groups as they affect one's health.

Discuss the influence the basic food groups have on the growth of an individual.

Relate their energy levels to their consumption of the basic food groups.

ACTIVITIES: Name the groups in the USDA's daily food guide.

List the groups in the UDA's food guide and the amount needed.

Define nutrients and list three functions of food in the body.

Review personal eating habits.

Name ways good health is reflected in one's appearance.

Explain why food gives energy, growth, and good health.

TASK EVALUATION: Basic Food Groups

- Milk and Milk Products
  - Daily requirements
  - Food examples
  - Main nutrients, meat
- Group
  - Daily requirements
  - Food examples
  - Main nutrients
  - Fruit and vegetables
- Vegetables
  - Daily requirements
  - Food examples
  - Main nutrients

TASK/STUDENT COMPATIBILITY DETERMINATION

REGULAR CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3:
LEARNER TRAITS: Student is able to perform all tasks at grade level.	LEARNER TRAITS (see characteristics of Mentally Handicapped): -Low reading level -Short term memory -Low frustration tolerance -Limited attention span	LEARNER TRAITS (see characteristics of Behavior Disordered): -Limited reading skills -Low frustration tolerance -Difficulty attending to task -Unexpected emotional reactions	LEARNER TRAITS (see characteristics of Visually Impaired): -Normal mental ability -Limited use of vision -Limited use of vision reading material

TEACHING STRATEGIES

REGULAR CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3:
1. Complete form on etiquette.	1. Listen to taped questions and write answers on answer sheet or check appropriate picture on a modified test.	1. Same as modification 1, #1	1. Listen to taped questions and provide answers orally to instructor or use enlarged forms.
2. Observe filmstrip or slides.	2. Mount pictures to be used in a class or personal scrapbook	2. Same as modification 1, #2	2. Same as modification 1, #2
3. Identify main nutrients of each food group, their functions and the number of servings required from each group.	3. Collect pictures from a magazine and place each in their respective food groups.	3. Same as modification 1, #3	3. Identify orally the food group; specific food items belong to tactile mode.
4. Discuss foods in each group.	4. Complete Nutrient Word Search Puzzle.	4. Complete "fill-in-the-blank letters in a vocabulary list 5. Consult weight chart according to age and sex and compare with current body weight	4. Play "Nutrition Password Game."

SETTINGS

REGULAR CLASSROOM	MODIFICATION 1: NMH	MODIFICATION 2: LD	MODIFICATION 3:
None	Regular - self-contained Regular class with support services Self-contained in Special School Homebound regular instruction	Regular class with support services Self-contained in special School Homebound regular instruction	Regular class with support services Resource Room Self-contained in Special School

SETTINGS

REGULAR CLASSROOM	MODIFICATION 1: NMH	MODIFICATION 2: LD	MODIFICATION 3:
None	Teacher aide/School Building Level Committee Intervention Strategist Parent/Counselor	Teacher aide/Parent Psychologist Intervention Strategist Counselor Mental Health Services School Building Level Committee Pupil Appraisal Team Nurse	Equipment Modification Teacher aide/Parent School Building Level Committee Pupil Appraisal Team

MATERIALS, SUPPLIES AND EQUIPMENT

REGULAR CLASSROOM	MODIFICATION 1: NMH	MODIFICATION 2: LD	MODIFICATION 3:
1. Typed questionnaire 2. Filmstrip 3. Textbook 4. Food pictures 5. Bulletin Board	1. Tape Recorder 2. Typed answer sheet with True, False, or Picture Options 3. Magazines 4. Filmstrips/Slides 5. Bulletin Board 6. Word Search Puzzle duplicating master 7. Poster Board Chart 8. Food samples 9. Food samples 10. Markers 11. Scissors 12. Glue	1. Same as Modification 1	1. Same as Modification 1 2. Magnifier 3. Blank Flash Cards

EVALUATION

REGULAR CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3:
1. Total number of correct responses on questionnaire	1. Total number of correct responses on questionnaire	1. Same as modification #1	1. Total number of oral responses to questionnaire
2. Number of questions asked or answered upon review of filmstrip/slides	2. Completed scrapbook depicting each food group	2. Total number of blanks filled in correctly on vocabulary list	2. Total number of food items named correctly and their respective food group after handling each item
3. Number of correct responses in naming food groups, functions, etc.	3. Total number of pictures collected for each food group		3. Total number of points accumulated while playing the "Password Game"
4. Teacher observation	4. Total number of words located in Word Search Puzzles		
	5. Weekly observation of changes on weight chart		

REVISIONS

Once performance data has been collected for any handicapped students, it is necessary for the instructor to make an objective determination regarding whether or not the desired outcomes have been achieved. If such has not occurred after all modifications have been attempted, it is recommended that the process be reviewed and revised accordingly. If all options appear to be depleted for a given set of objectives, it is suggested that recommendations be obtained from support service personnel to include other professional educators, job-related technicians, and parent/guardians. Then proceed with the necessary revisions to achieve the desired outcome.

REINFORCEMENT

Handicapped students as other students require a strong foundation of basic career and functional work related academics. When such has been established, it is necessary to build upon that foundation by increasing the competency level of the individual. In order to continue to develop work competencies, the handicapped student must be provided numerous opportunities to continue practicing his/her skills. This is done through various reinforcement techniques during the teaching process and after the objectives have been achieved.

Instructional strategies and techniques may include behavior contrasts, token economics, reward systems, etc., which can be and should be incorporated in the daily lesson plan. In addition, further reinforcement is provided by making certain that each successive lesson is developed incorporating the previously acquired skills. Depending upon the specific handicapping condition, this development process may require very concrete methods of having the students demonstrate previously learned skills, while learning new skills, associating one with the other and building competencies, which will enable a smooth transition from the school to the work environment.

SAMPLE LESSON PLAN
SELF-CONTAINED ALTERNATIVE VOCATIONAL PROGRAM
FOR HANDICAPPED STUDENTS

AUTO MECHANICS

CURRICULUM:	The student will demonstrate the skills necessary to maintain employment as a service station attendant.
OBJECTIVES:	The student will safely and correctly... Demonstrate the correct use of car lift. Remove the tire and rim from the wheel of an automobile. Demonstrate the correct use of a tire changer. Replace the tire and rim on the automobile.
SUGGESTED ACTIVITIES:	Tool identification and application exercises Video presentations of a service station attendant at work Visit to a service station
TASK EVALUATION:	Raise car. (jack or lift) Remove lugs. (hand or electric wrench) Remove tire and rim. Mount rim and tire or tire changer. (pneumatic or mechanical) Remove tire and rim. Replace repaired tire on rim. Replace tire and rim on automobile. Lower the car (jack or lift).

TEACHING STRATEGIES MODIFIED TO MATCH TASK/STUDENT COMPATIBILITY

TEACHING STRATEGIES	MODIFICATION 1: MH	MODIFICATION 2: LD	MODIFICATION 3: VI
	LEARNER TRAITS (see characteristics of Mentally Handicapped): -Low reading level -Poor memory -Low frustration level -Limited attention span	LEARNER TRAITS (see characteristics of Behavior Disordered): -Normal mental ability -Poor auditory skills -Poor abstraction skills -Poor memory -Poor visual-motor skills -Distractible (Varying combination of above deficiencies)	LEARNER TRAITS (see characteristics of Visually Impaired): -Normal mental ability -Limited use of vision for printed material
1. Class will discuss from printed text the use of a lift in the service station (jack and hydraulic lift).	1. Video presentation with discussion 2. Pictorial sequence cards 3. Hands-on instruction 4. Sequential steps in presentation of task 5. Use of a tape recorder for any note-taking	1. Video presentation with discussion 2. Hands-on instruction 3. Use of hydraulic lift instead of jack for severe motor problems 4. Small increments of instruction for poor sequential memory skills 5. Very limited verbal instruction for auditory problems	1. Video presentation with discussion 2. Large print books to replace regular text 3. Guided hands instruction 4. Color coded markings for guidance 5. Use of a tape recorder for any note-taking
2. Students will practice removal of lugs from the rim of a tire by means of a manual lug wrench after identifying proper tools.	1. Use of color coded tools 2. Guided hands instruction 3. Use of directional markings on rim	1. Use "guided hands" instruction for the severe motor problems 2. Use practice sessions throughout instruction for poor memory skills and for kinesthetic learners	1. Same as for MH
3. The students will mount the tire and rim on the tire changer by screwing the cone on the center post over the rim.	1. Guided hands instruction 2. Allow practice without the tire on the changer	1. Allow practice for poor memory and motor problems	1. Guided hands instruction 2. Color code cone for contrast
4. The students will use the tire machine in order to remove the tire from the rim.	1. (same as above)	1. (same as above)	
5. Reverse the entire process for replacing the tire on the wheel of the automobile.			

SETTINGS MODIFICATIONS

REGULAR CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	1. Alternative program within a regular high school 2. Special vocational school 3. Vocational Rehabilitation Center 4. On the job training under the supervision of Alternative program instruction	1. Same	1. Same

SUPPORT SERVICES MODIFICATIONS

REGULAR CLASSROOM	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	1. Vocational Rehabilitation center counselor 2. Special Education Aides 3. Peer tutors from regular vocational education 4. Monitoring by School Building Level Review Committee 5. Transportation to and from training site	1. Vocational Rehabilitation counselor 2. Special Education Aides 3. Peer tutors from regular vocational education classes 4. Monitoring by School Building Level Review Committee 5. Transportation to and from job training site	1. Schedule teacher of visually impaired to work with students with severe problems with printed materials. 2. Use teacher aides. 3. Schedule Voc. Rehab. counselor as consultant for placement on job training sites. 4. Use peer tutors from regular vocational education classes. 5. Make equipment modification to meet needs of partially sighted. 6. Request monitoring by School Building Level Review Committee. 7. Transport to and from training site.

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MODIFICATIONS OF MATERIALS AND EVALUATION

REGULAR STUDENTS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	1. Video tape 2. Video player and cassette 3. Tape recorder 4. Large Pictures 5. Jack 6. Lift simulator 7. Automobile 8. Lug wrench (s) manual and power 9. Tire changer 10. Tire machine	1. (Same with the exclusion of Large Print Books)	1. (Same with the inclusion of Large Print Books)

EVALUATION

REGULAR STUDENTS	MODIFICATION 1: MMH	MODIFICATION 2: LD	MODIFICATION 3: VI
	1. Step-by-step task evaluation of jack placement and operation for safety purposes 2. Evaluation of time taken to lift wheel to proper height for extraction of tire and rim 3. Proper procedure and time taken to remove lugs from rim and place tire on tire changer 4. Proper procedure and time taken to remove tire from rim	1. same	1. same

REVISIONS

MODIFICATION 1: MMH **MODIFICATION 2: LD** **MODIFICATION 3: VI**

Revisions may include several practice periods on removal of lugs in order to build speed in that particular task. The instructor may also need to use a back-up jack with all students to increase the safety margin in the beginning of instruction. Constant monitoring of safety measures during any task should be considered as part of the total lesson plan.

REINFORCEMENT

MODIFICATION 1: MMH **MODIFICATION 2: LD** **MODIFICATION 3: VI**

Practice periods will aid in the reinforcement of each specific skill to a great degree. Time drills will make it more motivating for the students while increasing the ease with which they perform each task. Pictures of students at the task may be displayed on the job cluster bulletin board in order to foster motivation on the job.

APPENDIX D

ADMINISTRATIVE RELATED INFORMATION

APPENDIX D

ADMINISTRATIVE RELATED INFORMATION

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INTERAGENCY AGREEMENT

This is a reproduction of the actual LOUISIANA COOPERATIVE AGREEMENT between the following agencies:

OFFICE OF SPECIAL EDUCATION SERVICES
LOUISIANA DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION, LOUISIANA DEPARTMENT OF EDUCATION

And the

DIVISION OF VOCATIONAL REHABILITATION
DEPARTMENT OF HEALTH AND HUMAN RESOURCES

May 13, 1980

WHEREAS IT IS a legislative mandate and has been recognized as desirable to develop a cooperative agreement among certain agencies of the State of Louisiana for the purpose of combining resources to provide the best possible services to the handicapped or exceptional citizens of Louisiana through age 21, the Department of Health and Human Resources, Office of Human Development, Division of Vocational Rehabilitation, and the Department of Education, Office of Special Educational Services and Office of Vocational Education, agree to enter into this agreement.

THEREFORE, the three agencies heretofore mentioned and hereafter referred to as Vocational Rehabilitation, Special Education, and Vocational Education, agree to the proposition that a tri-party document that proposes a synthesized approval will be a basis for the provision of unduplicated and coordinated services to handicapped or exceptional citizens through age 21. Vocational Education and Vocational Rehabilitation also recognize the need for educational services for those handicapped individuals over age 21 who have left the public education systems, through either completion or unscheduled completion of their education. Educational services for this group will be made a part of this cooperative approval. This tripartite agreement will afford the above-mentioned group the opportunity to combine and coordinate their services where appropriate and applicable to provide the best of all possible services.

Agencies dealing with the handicapped should develop understanding, coordinate a systematic approach, and combine efforts to recognize and provide the appropriate services to each and every eligible handicapped citizen. This will precipitate the delivery of services in a flexible but organized continuum that will lead to the best possible efforts and result in the education, vocational training, and rehabilitation of all handicapped individuals within the scope of the agencies in this agreement. This can be best accomplished by merging and utilizing services by each appropriate agency at an appropriate time to develop a more reasonable model of what is ideal and practical both for handicapped citizens and for the partners of this agreement. This does not mean that the three agencies will be the only agencies serving the citizens, but rather that they will take the leadership and the initiative to encourage other agencies dealing with services to handicapped individuals to also provide said services.

With the above tenets set forth, the agencies involved will attempt to delineate particular service as to their timeliness, appropriateness, and effectiveness in carrying out the continuum of service that does not impinge upon each agency function and does not include an exaggeration of each agency's legal framework. It is the intention of this agreement to provide, in a humanitarian fashion that will bring a sense of justice to all Louisiana citizens, all needed services to each handicapped person within the following areas: educational; social; vocational; habilitation; medical; rehabilitation; psychological; as well as generic skills to function in their respective local community and society in general. It is the hope that all may become acceptable and productive members of society simply as a matter of course. Special Education, Vocational Education, and Vocational Rehabilitation can perform and provide many services to eligible individuals in appropriate and acceptable situations as prescribed by the federal and state laws and guidelines. It behooves each agency to understand the appropriate agent or combined agents in the development of handicapped citizens. This agreement mandates that each agent should view that fact in light of what each agency can do to provide the best services for these handicapped citizens.

It is not the intent of this agreement to foist off on one agency that which another (agency) can and should appropriately (legally and morally) provide. While each agency operates under certain federal, state, and local laws, or guidelines, the agreement is intended to combine resources in the most appropriate manner but within the framework of each agency's constraints. This is, in fact, the agreement's purpose to determine that agencies working within their respective framework can combine energies and imaginations to exert a positive and concentrated approach to the ultimate habilitation and rehabilitation of all handicapped citizens in this State.

Under the authorization of the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482)*, the Rehabilitation Act of 1973 (P.L. 93-112) as amended, the Louisiana R.S. 17:1941 et seq., the state agencies will share, where appropriate, the responsibility for assisting the local education agencies in developing and coordinating an integrated delivery of vocational services which will be the most beneficial for handicapped individuals. The state agencies will also assist the local education agencies in assuring that all rights of handicapped person guaranteed by Section 504 of the Rehabilitation Act of 1973 will be protected.

*Has since been amended by the Carl D. Perkins Act.

Implementation and Evaluation

The three agencies involved in this Cooperative Agreement will assign a member of its staff as liaison with the other agencies. This person's function will include: 1) developing procedures for carrying out the agreement, 2) appraising the effectiveness of the relationship, 3) seeking methods to improve the effectiveness of the joint effort, and 4) making periodic reports to the director of the respective agency on progress being make and problems encountered.

Effective Date and Amendments

This agreement shall be effective immediately. Revisions will be jointly reviewed by all agency representatives prior to any interagency amendments. Amendments may be made to this Agreement by mutual consent of the participating agencies by giving ninety (90) days prior written notice.

Page 10 of this document consists of the official signatures and is not included in this copy.

TABLE 6. SERVICE PROFILE
VOCATIONAL EDUCATON FOR THE HANDICAPPED

CURRICULUM	AGE	EDUCATION PERFORMANCE LEVEL	AGENCY PROVIDING SERVICE
1. CAREER EDUCATION AWARENESS/ACCOMMODATION	C.A. 3-14	Preschool and Elementary	Special Education**
2. CAREER EXPLORATION PREVOCATIONAL	C.A. 14-16	Junior High	Special Education** Vocational Rehabilitation
3. CAREER PREPARATION VOCATIONAL EDUCATION	C.A. 16-21	Graded/Upgraded Instruction with Alternative Vocational Education Placement*	Special Education** Vocational Education** Vocational Rehabilitation
4. SHELTERED WORKSHOP	C.A. 16 +	Not applicable	Special Education** Vocational Rehabilitation
5. ADULT EDUCATION	C.A. 18+	Vocational-Technical	Vocational Education** Vocational Rehabilitation

* All Vocational Education Alternatives would be approved vocational education programs. The Vocational Education Alternative would be determined at the IEP/IPP conference.

** Local Education Agency

*** Since this agreement was signed, the Vocational Education Admendments, P.L. 94-482, has been revised by P.L. 84-482, The Carl D. Perkins Act of 1984.

State of Louisiana

High School Diploma

This Certifies That

has satisfactorily completed the required units of High School work assigned from the State High School Course of Study prescribed by the Louisiana State Board of Elementary and Secondary Education. As evidence of scholastic attainments and good character we therefore award this diploma as a testimonial of graduation from the ______________________________ High School, a State-Approved Senior High School of Louisiana.

Given this ____________ day of ______________ A.D. 19____

STATE OF LOUISIANA DEPARTMENT OF EDUCATION

Approved

____
State Superintendent of Public Education

____
State Board of Elementary and Secondary Education President

____
High School Principal

____
School Board President

____
Superintendent of Schools

State of Louisiana

Certificate of Achievement

This Certifies That

has successfully completed an alternative to regular education program approved by the Board of Elementary and Secondary Education. As evidence of achievement and attendance this certificate is awarded as a testimonial of successful program completion from ______________________________ School, a State-Approved School of Louisiana.

Given this ______________ day of ______________ A.D. 19____

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

Approved

____
State Superintendent of Public Education

____
State Board of Elementary and Secondary Education President

____
School Principal

____
School Board President

____
Superintendent of Schools

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State of Louisiana

Board of Elementary and Secondary Education

This Certifies That

has satisfactorily completed the Course of Study prescribed for

and is hereby awarded this Diploma from the

____________ Vocational Technical Institute

____

Accredited by the Southern Association of Colleges and Schools

an approved Vocational-Technical School of Louisiana

Given this ______ *day of* ____________ *, 19* ___ .

____
STATE SUPERINTENDENT OF EDUCATION

____
PRESIDENT, BOARD OF ELEMENTARY
AND SECONDARY EDUCATION

____
SCHOOL DIRECTOR

State of Louisiana

Board of Elementary and Secondary Education

Vocational School Certificate

THIS CERTIFIES THAT____

has satisfactorily completed______________________________hours of instruction

in____conducted by

____________ **Vocational-Technical Institute**

____

Accredited by the Southern Association of Colleges and Schools
an approved Vocational-Technical School of Louisiana

Given this____________day of____________, 19___.

______________________ SCHOOL DIRECTOR

______________________ INSTRUCTOR

A GUIDE TO SHELTERED WORKSHOP CERTIFICATION

This information is provided as a resource for administrators considering sheltered/transitory sheltered workshop placement as a work training option for more severely involved students. For more information contact:

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1345
(Revised January 1978)

Guide to Sheltered Workshop Certification

A sheltered workshop certificate is necessary to employ handicapped workers (clients) of a sheltered workshop at less than the minimum wage under the Fair Labor Standards Act, Walsh-Healey Public Contracts Act, or Service Contract Act. Regulations, 29 CFR Part 525, govern the issuance of sheltered workshop certificates.

Applicable laws and their coverage

The Fair Labor Standards Act (FLSA) in general applies to employees engaged in interstate commerce or the production of goods for interstate commerce and to employees in certain enterprises. Typical workshop activities which are generally of interstate character include: Subcontract work; making of new goods (prime manufacturing); collection of used materials from households, primary sorting of such material, and handling, baling, or transporting of the salvage; and office work. Other activities may also come under the law. In general, the FLSA applies both to clients and staff who directly or indirectly perform work covered by the law.

The Walsh-Healey Public Contracts Act (PCA) in general applies to Federal government supply contracts which may be in excess of $10,000. This law applies to employees who help manufacture, handle, assemble, or ship items called for by the contract. It does not apply to executive administrative, or professional employees, office workers and certain custodial employees.

The Service Contract Act (SCA) in general applies to Federal government service contracts regardless of the amount of the contract. This law applies to all employees engaged in working on or in connection with the contract, either in performing the services called for or in performing other necessary duties.

Labor provisions of the laws

Minimum wages

Under the FLSA Amendments of 1977, the minimum wage applicable to covered employees of all workshops is $2.65 an hour effective January 1, 1978, $2.90 an hour effective January 1, 1979, $3.10 an hour effective January 1, 1980, and $3.35 an hour effective January 1, 1981. Questions concerning the proper minimum wages applicable in a specific situation should be directed to the Wage and Hour Division's Regional Office in your area.

Under the PCA, the prevailing minimum wage is determined by the Secretary of Labor on an industry basis. No rates are below the FLSA minimum wage, while some are higher.

Under SCA, the FLSA minimum wage applies for contracts of $2,500 and under. For contracts in excess of $2,500 a higher minimum wage, as well as fringe benefits, may be determined by the Secretary of Labor in accordance with prevailing rates in the locality by classification of service employee. The FLSA requires that all employees in an establishment with an SCA contract be paid at least the FLSA minimum wage. Clients may be paid in accordance with applicable terms of the certificate held by the workshop.

Overtime pay

All overtime hours worked in the workweek must be paid for at not less than one and one-half times the regular rate of pay.

Under FLSA, workers in workshops must be paid overtime for all hours over 40 worked in the workweek.

PCA requires overtime pay for all time worked over 8 hours a day or 40 hours a workweek, whichever results in the greater number of overtime hours.

In connection with work performed under SCA, overtime pay may be required by FLSA or the Contract Work Hours and Safety Standards Act (CWHSSA). The latter Act requires overtime pay for all time worked over 8 hours a day or 40 hours a workweek, whichever results in the greater number of overtime hours.

The regular rate of pay includes all earnings, makeup payments, production bonuses, and facilities such as room and board the workshop furnishes its clients. A client's regular rate of pay may be more than the applicable certificate rate, but it cannot be less. Each worker paid at piece rates must be paid his full piece-rate earnings when such earnings are more than the minimum wage rate set in the Certificate. A piece-rate worker should be paid makeup if his piece-rate earnings are less than the applicable certificate rate. For example, piece-rate earnings in a workweek total $60 for 40 hours of work under the applicable certificate rate of $1.75 an hour. The makeup pay for the workweek would be $10:$1.75 (certificate rate) multiplied by 40 (hours worked) less $60 (piece-rate earnings) equal $10 (makeup pay).

Child labor

Under FLSA 16 is the minimum age for most jobs; 18 for certain hazardous occupations; 14 and 15 years old may work outside school hours in certain nonmanufacturing, nonmining jobs for limited hours. These provisions are explained in Child Labor Bulletin No. 101. Minors under 16 may not be employed in covered work under PCA. SCA has no child labor provisions.

Safety and health

PCA, SCA, and CWHSSA have safety and health provisions; FLSA has none. The Occupational Safety and Health Act (OSHA) is applicable to all private employment in any workplace. Details on OSHA may be obtained from the Occupational Safety and Health Act (OSHA) is applicable to all private employment in any workplace. Details on OSHA may be obtained from the Occupational Safety and Health Administration's Regional Offices in Boston, New York, Philadelphia, Atlanta, Chicago, Kansas City, Dallas, Denver, San Francisco, and Seattle.

Equal pay

Employers, including workshops, may not pay employees of one sex wages at rates lower than paid employees of the opposite sex, employed in the same establishment, for equal work on jobs requiring equal skill, effort and responsibility, which are performed under similar working conditions.

Age discrimination

The Age Discrimination in Employment Act prohibits private employers, including workshops, who employ 20 or more workers, and also public employers (Federal, State, or local governmental units) from arbitrarily discriminating against any individual between the ages of 40 and 65 as to compensation, terms, conditions, or privileges of employment because of age.

Sheltered workshop certification

Five types of certificates authorizing subminimum wages are available for clients employed in sheltered workshops: Regular program, work activities center (WAC), evaluation, training, and individual rate. A workshop may qualify for all five types of certificates. The same certificate covers work performed under FLSA, PCA and SCA, except for SCA contracts in excess of $2,500.

If an SCA contract is greater than $2,500, the workshop should contact the Wage and Hour Division's Regional Office and supply the following information in addition to that called for by the application(s): Name of the prime contractor, contract number, award and expiration dates, amount of the contract, applicable SCA wage determination (including fringe benefits), type of service to be performed, and governmental agency (and its location) for which the service will be performed.

Nonhandicapped and handicapped nonclient employees of sheltered workshops doing covered work are required to be paid at least the applicable minimum wage for all work performed, and overtime for all overtime hours. A handicapped nonclient employee (Regulations, 29 CFR Part 525.11) with limited productivity may qualify for a subminimum wage certificate under the regulations governing the employment of handicapped workers in competitive industry (29 CFR Part 524).

Generally, certificates are issued for one year and are renewable upon application. For newly established workshops which have no experience, short-term certificates may be issued to allow the workshop time to accumulate the required information, including client-earnings data. When applying for a renewal of an initial short-term certificate, the workshop should complete forms WH-226 and WH-227. If information is not available for a full period as requested by these forms, data available should be furnished. The period to which the data applies should be shown in the form, e.g., January 13 through June 30, 1978.

A workshop is required to pay all workers in covered work at least the applicable minimum wage until a certificate is issued. Certificates are not issued retroactively.

Definitions

The definition of a sheltered workshop includes all types of nonprofit agencies having work programs that assist in the rehabilitation or employment of handicapped persons, including programs for the homebound handicapped. Only a nonprofit organization may qualify for a sheltered workshop certificate. Employment of handicapped workers (other than patient workers) at subminimum wages in profit-oriented organizations is governed by Regulations, 29 CFR Part 524. Employment of patient workers at subminimum wages in residential care facilities, public or private, is governed by Regulations, 29 CFR Part 529.

A handicapped worker (client) is an individual whose earning capacity is impaired by old age (65 years or older, provided ability to perform the duties of the job, equivalent in quality and quantity to that of an average nonhandicapped employee in the same establishment, or in the vicinity, has been impaired as a result of age) or mental or physical disability or injury. Alcoholics and drug addicts come within this definition but the following, among others, do not (unless their earning capacity is impaired by old age, as defined above, or mental or physical disability or injury): Vocationally, socially, culturally or educationally handicapped; chronically unemployed; welfare recipients; school dropouts; juvenile delinquents; parolees, conscientious objectors, etc.

Individuals who volunteer their time to a sheltered workshop and who do not expect any compensation are not regarded as employees within the meaning of the Act. On the other hand, workers who are said to volunteer part of their time and who receive some form of compensation for the remaining time worked are not regarded as bona fide volunteers and must be paid not less than the applicable minimum wage, and overtime where applicable, for all hours worked.

A regular program is a workshop program other than a work activities center program or evaluation or training program. The minimum wage set in the certificate (referred to, variously, as shop rate, floor rate, floor wage, etc.), which may not be less than 50 percent of the applicable minimum wage, applies to all covered clients in the program other than those qualifying for a learner or individual minimum wage. The certificate may provide for one minimum wage applicable to the entire shop, or different minimums for different departments if more than one type of work is performed. It may also provide a learning rate, a minimum wage lower than the applicable workshop or department rate but not less than 50 percent of the applicable minimum wage.

A learning rate may apply during specified learning period(s). When authorized, these may apply: (A) To a client who has never previously worked in the workshop, during an initial break-in period; (b) to a client transferred to a skilled or semiskilled job in the work-shop at which he has never previously worked, or (c) to a client who has returned to the workshop after such period of separation as would require relearning.

Evaluation or training programs are required to meet the criteria in section 525.7(b) of the regulations to be eligible for a certificate. If the evaluees or trainees are to be paid less than 50 percent of the applicable minimum wage, the program must receive prior authorization by the State vocational rehabilitation agency that the program(s) meet that agency's standards, or substantially equivalent standards, for such programs.

An individual rate is a minimum wage for a particular individual which is less than the regular program minimum wage. On an individual rate below 50 percent of the applicable minimum wage, the application must have prior State agency certification that the individual's earning capacity is so severely impaired that he is unable to engage in competitive employment. In no case may an individual rate be less than 25 percent of the applicable minimum wage.

In order to qualify as a work activities center (WAC), among other requirements, the client's physical or mental impairment must be "so severe as to make their productive capacity inconsequential. "The test of inconsequential productivity for all clients (covered and noncovered) as a group is that average productivity per client (annual earned income of WAC, less cost of purchase materials used, divided by average number of clients) is less than $1,400 a year effective January 1, 1978, $1,650 effective January 1, 1980, and $1,775 effective January 1, 1981. An alternate means of meeting the WAC test is available for workshop that pays piece rates to more than 50 percent of the WAC clients. Under this test, the average annual wage (total annual wages of clients divided by average number of clients) per WAC client must be less $1,000 a year effective January 1, 1978, $1,100 effective January 1, 1979, $1,175 effective January 1, 1980, and $1,275 effective January 1, 1981.

An entire facility or a department of a facility may qualify as a WAC. In the latter case (dual program), the WAC must be physically separated from the other programs, such as regular program or certificated evaluation or training programs, and have separate supervision and records.

Any clients whose productivity substantially exceeds the average for determining qualifications a workshop as a work activities center may not be employed under a WAC certificate. Substantial production for this purpose is considered to be client earnings which regularly are 50 percent of the applicable minimum wage or more over a recent consecutive 3-month period. A few such clients in a WAC may be issued subminimum wage certificates under regulations governing employment of handicapped workers in competitive industry (29 CFR Part 524), if no other suitable employment opportunities are available to them. The production, earnings and number of clients certificated under Regulations 29 CFR Part 524, shall be included in the calculations to determine whether the shop as a whole meets the WAC tests for certification. Information on how to apply for certificates under Regulations, 29 CRF Part 524, may be obtained from the Wage and Hour Division's Regional Office.

Wage requirements under certificates

The FLSA under section 14(c) provides for: (1) Payment of commensurate wages, and (2) a floor wage (certificate rate) not less than 50 percent of the minimum wage, with a few exceptions.

Commensurate wages

Subminimum wages to handicapped workers must be commensurate with those paid nonhandicapped workers in industry in the vicinity for essentially the same type, quality, and quantity of work. All clients employed at subminimum wages under any type of sheltered workshop certificate must be paid in accordance with this provision without exception, but not less than the certificate rate if one applies. Methods of assuring the payment of commensurate wages are discussed in the following two paragraphs for clients paid at piece rates and at hourly rates, respectively.

Clients paid at piece rates are required to be paid not less than the prevailing piece rates paid nonhandicapped workers in industry in the vicinity for the same type of work. If such piece rates are unavailable, a time study should be made based on the production of average nonhandicapped individuals (normal productivity), the prevailing industry wage rates, and a 50-minute hour (allowing 10 minutes for personal time and fatigue. Further information about making time studies may be obtained from the Wage and Hour Division's Regional Office.)

The performance of each client paid at hourly rates must be related to: (1) The performance which would be expected of an average nonhandicapped worker if he were doing the client's job; and (2) the prevailing wage in industry in the vicinity for similar work or work requiring comparable skill. For example, is a client's performance is about 60 percent of normal productivity and the prevailing industry wage is $4 an hour, the client's wage should not be less than $2.40 an hour (.60 times $4 equals $2.40). (It is very helpful to have written job descriptions of the performance that should be expected of the nonhandicapped workers for use as yardsticks in evaluation of the client's performance.)

Floor wage (certificate rate)

The floor wage is the minimum wage guaranteed by the certificate to be paid to clients working in a workshop. The wage floor of at least 50 percent applies to all clients except those employed under WAC, evaluation, training, or individual-rate certificates. Individual-rate certificates may not be less than 25 percent of the minimum wage. WAC, evaluation, and training certificates set no wage floor. However, commensurate pay as explained above is required under these certificates.

WAC certificates and all certificates authorizing wages of not less than 50 percent of the applicable minimum wage require authorization by the Wage and Hour Division only. All certificates authorizing wages below 50 percent of the applicable minimum wage, except WAC, must have authorization both by the Wage and Hour Division and the State vocational rehabilitation agency or the State Commission for the Blind (in those States which have such a Commission).

Recordkeeping

Workshops are required to keep records as set out in the Recordkeeping Regulations, 29 CFR Part 516, and section 525.13 of the Sheltered Workshop Regulations, 29 CFR Part 525.

Clients' wages should be reviewed regularly and adjusted to reflect individual productivity and changes in prevailing industry wages. The records required to be maintained by the workshop include, among other things, reports showing productivity of individual clients on a continuing basis (piece rates) or at least every 6 months (hourly rates); the prevailing wage findings for all types of covered work performed by the clients; and the pricing of work.

Production records for clients paid at piece rates must show: The productivity of the client; expected productivity of an average nonhandicapped worker; and the piece rate paid in competitive industry or the expected earnings of an average nonhandicapped worker for the production shown. Records of time studies made to establish piece rates must be kept.

Production records for clients paid at hourly rates must show: The performance expected of an average nonhandicapped worker for the type of work being done by the client; the quantity and quality of the client's production in relation to that expected of a nonhandicapped worker; and the prevailing wage in industry for similar work or work requiring similar skill.

The records of prevailing industry wage findings must show the date and source of such findings, and, if obtained from industry, should specify the name and city of the firm, or, if from the State Employment Service office, the name of the person and address of the office.

Pricing of work records are required to show:

That part of the unit price allocated to direct labor (labor rate); the productivity expected of an average nonhandicapped worker in that type of work; and the prevailing industry wage. Records of time studies made in connection with establishing prices must be kept.

Filing of Applications. Applications for the various types of certificates shall be filed as follows:

Type of program or certificate	Form(s) to be used	Number of copies to be filed with Wage and Hour Division	Number of copies to be filed with State vocational rehabilitation agency
1. Newly established workshop (regular program or WAC)	WH-373	Two	None
2. Established regular program	WH-226 & WH-227	Two	None
3. Established WAc	WH-226 & WH-227	Two	None
4. Evaluation and/or training program (rate requested less than 50 percent of applicable minimum wage)	WH-247 (single form may be used for all such programs)	One (with attachments)	Two (with two copies of all attachments)
5. Evaluation and/or training program (rate requested 50 percent or more of applicable minimum wage)	WH-247 (single form may be used for all such programs)	Two (with two copies of all attachments)	None
6. Individual rate--original application or when directed (rate requested less than 50 percent of applicable minimum wage)	WH-249	One (with attachments)	Two (with two copies of all attachments)
7. Individual rate--original application or when directed (rate requested 50 percent or more of applicable minimum wage)	WH-249	Two (with two copies of all attachments)	None
8. Individual rate--renewal application (unless otherwise directed)	WH-227 (included with information supplied when filing for regular program certificate)	None in addition to copies filed under item 2 above	None

Note: Branch or satellite: When applying for a certificate for a newly formed branch or satellite, a separate form WH-373 should be completed for each such newly formed branch or satellite. (See item 1 above.)

When applying for renewal certificate for such branch or satellite at the same time as for the main establishment, only one form WH-226 need be completed for main establishment and all branches or satellites. A separate form WH-227, however, must be completed for each location at which the workshop does covered work. Forms WH-247 and WH-249 should clearly indicate to which locations(s) they are applicable.

U.S. Department of Labor: Conditions for Unpaid Trainee Employment Status

FROM THE Employment under the Fair Labor Standards Act, U.S. Department of Labor, revised 1979.

TRAINEES

The Supreme Court has held that the words "to suffer or permit work," as used in the Act to define "employ," do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) The trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

SYNOPSIS
SECTION 1619(A) AND (B) OF THE SOCIAL SECURITY DISABILITY AMENDMENTS

In response to frequent phone requests regarding Section 1619(A) and (B) of the Social Security Disability Amendments of 1984, the following information has been provided. For further information, please contact the local Social Security Office in your vicinity.

INTRODUCTION:

On September 19, 1984, Congress passed the Social Security Disability Reform Act (P.L. 98-460). Among other provisions, this Act extends Section 1619(A) and (B) of the Social Security Disability Amendments of 1980 (P.L. 96-265), a provision which is of great importance to SSI disability recipients who wish to work. The provision is explained below.

Explanation:

The purpose of Section 1619(A) is to protect and continue the SSI benefits portion of the total income of that disabled recipient whose work earnings would normally cancel out basic SSI benefits, even though he or she remains severely impaired. Without this protection, a recipient would lose benefits the month after the second month of earning at the SGA level. Instead, 1619(A) continues the SSI benefits as an incentive for the recipient to continue working. Benefits are paid on the basis of a formula until earnings reach $713 per month for an eligible individual and $1,029 per month for an eligible couple, (1984 levels). At that point, all SSI benefits cease.

The purpose of Section 1619(B) is to assure that working SSI recipients continue to have difficulty maintaining their employment without medical coverage and (3) their earnings are not high enough to obtain benefits equivalent to the SSI benefits (including the State supplement) and the Medicaid benefits that they would have received had they not accepted employment.

The original passage of Section 1619 was for three years. It was renewed through June 1987 under the Social Security Disability Reform Act (P.L. 98-460).

Suggestions for Action:

Section 1619 has not been utilized to the extent hoped by Congress and by advocacy organizations. Its use is promoted by informing clients/students about the provisions of Section 1619 and utilizing the program in placing severely disabled persons into supported or competitive employment. We can also assist by assuring that the personnel of the local Social Security offices are fully informed about Section 1619 and that clients are being informed of the program and how to use it.

This provision is of great importance to the career development and work preparation of the handicapped individual. Please join us in information dissemination as we advocate for the handicapped worker.

Announcement

EXCERPTS FROM "BRIDGES FROM SCHOOL TO WORKING LIFE"

Exceptional news

May 1985

Vol.3 No.5

Louisiana Learning Resources System

A Statewide Network

CEC

APPENDIX E

CAREER/TRANSITIONAL INFORMATION

APPENDIX E

CAREER TRANSITIONAL INFORMATION

TRANSITIONAL PLANNING FORMS 445

COMMUNITY-BASED TRAINING FORMS 466

JOB TASK ANALYSIS/ECOLOGICAL INVENTORY FORMS 473

TRAINING AGREEMENT SAMPLE 491

EMPLOYMENT EVALUATION FORMS 494

TRANSITIONAL PLANNING FORMS

CAREER PROFILE SAMPLE

Information to be Included in a Student Transition/Career Profile*

FUNCTIONAL ACADEMIC SKILLS

Required — No. of Units

English ____
Math ____
Science ____
Social Studies ____
Health & P.E. ____
Free Enterprise ____
Total Required ____

Vocational Electives:

Agriculture ____
Business & Office ____
Home Ec., Consumer ____
Home Ec., Wage Earner ____
Industrial Arts ____
Trade & Industry ____
Cooperation Programs ____
Voc. Tech Courses: ____
____________ ____
____________ ____
____________ ____
____________ ____
Total Electives ____

WORK SKILLS

Areas:	Skilled	Mod. Skilled	Limited Skill	No Exposure
1. Prevocational				
2. Agriculture				
3. Business & Office				
4. Home Ec. Consumer				
5. Home Ec. Wage Earner				
6. Industrial Arts				
7. Trade & Industry				
8. All Cooperative Prog.				
9. Voc. Tech Courses				

Functional Worker Traits (Behavior):

	Always	Usually	Seldom
1. Maintains Regular Attendance			
2. Maintains Punctuality			
3. Interacts Appropriately with Supervisors			
4. Interacts Appropriately with Co-Workers			
5. Maintains Proper Personal Grooming			
6. Exhibits Safe Work Practices			
7. Remains on Assigned Task			
8. Follows Instruction			
9. Works without direct Supervision			
10. Accepts New Assignments			

FUNCTIONAL LIFE SKILLS

	Independent	Ind. W/Supv.	Needs Assist.
Housekeeping and Home/apt. skills			
Mobility and Community Transportation skills			
Communication skills			
Interpersonal Relationships			
Health Maintenance			
Safety Practices			
Financial Management			
Basic Academic Skills			
Management of Personal and Legal Affairs			
Recreational and Leisure Time Activities			
Utilization of Comm. Services & Resources			
Basic Self-care Activities			
Work Attitude and Skills Exploration			
Menu Planning & Preparation			

---

*This type of information could be kept in cumulative files and used for career placement.

TRANSITION SKILLS CHECKLIST

Student's Name:____

Student's Date of Birth:__________________________________

Date of Checklist Evaluation:______________________________

The following checklist represents many skills which the student may need in order to ensure a successful job and community placement. We would appreciate it if you would help us identify the student's strengths and weaknesses by completing this checklist using the Likert scale below. For any skills which the student is unable to complete independently, please make recommendations for further training and/or assistive devices which may be needed as well as the person or agency most likely to provide these services.

able to do entire skill independently and does so whenever needed	able to do entire skill and does so with limited oral assistance	able to do all or part of skill, but does so only with oral assistance	able to do all or part of skill with use of adaptive devices	able to do all or part of skill with physical guidance	physically unable to do

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I. SELF CARE SKILLS

A. SELF CARE SKILLS	Occupational Therapist	Physical Therapist	Social Therapist	Speech Therapist	Classroom Teacher	Vocational Teacher			Parent	Student
1. selects appropriate clothing for weather conditions and work settings										
2. dresses for school or work (including use of buttons, zippers, snaps, shoes, etc.)										
3. indicates need for toileting										
4. transfers to and from toilet										
5. eats meals neatly with utensils										
6. drinks neatly from cup or glass										
7. orders meals from restaurants										
8. brushes teeth										
9. washes hands										
10. demonstrates menstrual care										
11. shaves as needed										

Recommendations for Services:

II. INDEPENDENT FUNCTIONING

A. DOMESTIC SKILLS	Occupational Therapist	Physical Therapist	Social Therapist	Speech Therapist	Classroom Teacher	Vocational Teacher			Parent	Student
1. launders clothing										
2. folds and/or hangs up clothing										
3. makes bed										
4. prepares simple menus and grocery list										
5. prepares simple meals for self (e.g., sandwiches, soup, juice, frozen dinners)										
6. washes and dries dishes										
7. dusts and vacuums										
8. deals with simple injuries (e.g., cuts, burns)										
9. maintains and cares for adaptive equipment (e.g., crutches, wheelchair)										
10. knows where to call for replacement of parts or major repairs for adaptive equipment										

Recommendations for Services:

B. COMMUNITY SKILLS	Occupational Therapist	Physical Therapist	Social Therapist	Speech Therapist	Classroom Teacher	Vocational Teacher			Parent	Student
1. uses public transportation										
2. uses handicapped transportation										
3. uses telephone directory										
4. uses private telephone										
5. uses pay telephone										
6. use money to make minor purchases (e.g., soda, candy)										
7. uses money to make major purchases (e.g., clothing, groceries etc.)										
8. manages money in a checking or savings account										
9. saves and/or budgets money for expenses										
10. uses community recreation facilities (e.g., theatres, parks, pools, etc.)										
11. initiates leisure activities (e.g., cards; games, etc.)										

	Occupational Therapist	Physical Therapist	Social Therapist	Speech Therapist	Classroom Teacher	Vocational Teacher			Parent	Student
12. tells time										
13. reads survival words (e.g., restrooms, caution, exit, etc.)										
14. reads simple forms (e.g. applications, etc.)										
15. reads magazines, newspapers, novels, for pleasure										
Recommendations for Services:										

C. COMMUNICATION SKILLS	Occupational Therapist	Physical Therapist	Social Therapist	Speech Therapist	Classroom Teacher	Vocational Teacher			Parent	Student
1. speaks clearly										
2. uses simple sentences										
3. uses complex sentences										
4. asks questions and/or directions										
5. writes own name										
6. writes short notes and/or fills out simple format (e.g., job applications, letters, etc.)										
7. talks to friends, classmates, family appropriately										
8. talks to co-workers and work supervisors appropriately										
9. follows 2-3 step verbal directions.										

Recommendations for Services: ____________________

III. VOCATIONAL SKILLS

A. JOB PERFORMANCE	Occupational Therapist	Physical Therapist	Social Therapist	Speech Therapist	Classroom Teacher	Vocational Teacher			Parent	Student
1. expresses a desire to work										
2. works at a productive rate compatible to non-handicapped workers										
3. comes to work consistently and promptly										
4. works attentively for at least 1 hour periods										
5. takes breaks and meals appropriately										
6. follows a schedule and set routine										
7. refrains from making negative comments, gestures, and facial expressions										
8. demonstrates a willingness to learn new tasks and accept responsibilities										

Recommendations for Services:

Vocational Skills Summary

Name: ____

I. School-Based Training

A. Skill ____

____

Equipment Used ____

____

B. Skill ____

____

Equipment Used ____

____

C. Skill ____

____

Equipment Used ____

____

D. Skill ____

____

Equipment Used ____

____

II. Community-Based Training

A. Externship site ____

Job Description ____

____

____

Equipment Used ____

____

Other:____

____

B. Externship site____

Job Description____

____

____

Equipment Used____

____

Other:____

____

TRANSITIONAL PLANNING MEETING*

This student has reached the age and point in his school services at which the primary purpose of any training activities and/or instruction should be to facilitate normal integration into the community as an adult citizen. Therefore, this individualized Educational Planning (IEP) meeting should seek to develop goals and objectives which will bring about outcomes for post-school living, such as employment, community and domestic independence, and the ability to spend leisure time appropriately as an adult.

To assure continuity of services from school to adult, the appropriate adult service agency's representative(s) should be in attendance and should participate fully in the TRANSITIONAL IEP meeting. The team should consist of 1) school representative, 2) adult agency representative(s), 3) parents, and 4) student. The purpose of the meeting should be to develop transitional goals and objectives designed to achieve employment and independent living outcomes for the student before he/she actually exits the school service system and to delegate responsibilities to school and adult agency representatives for provision of services.

____
Transitional Planning Coordinator

*Recommended as a best practice, but not currently mandated in Louisiana.

TRANSITION PLANNING MEETING

Student:________________________________ Date:__________

I. Brief discussion of student's strengths and weaknesses as they pertain to employment and/or independent living (Vocational Skills Summary and Transitional Skills Checklist).

II. Discussion of best options and desired outcomes for employment and/or independent living. (Student, Parent, School, Post-school)

____

____

____

____

____

____

____

____

III. Action Plan

A. Goal(s) for post-school living (Based on group consensus from II above)

____

____

____

____

B. Needs/problems for remediation as relevant to A. above. (Refer to Transition Skills Checklist.)

1.____

2.____

3.____

4.____

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5. ______________________________

6. ______________________________

C. Objectives to reach goal:

1. ______________________________

____

____

Planned Person

Responsible: ____________ Completion Date: ________

2. ______________________________

____

____

Planned Person

Responsible: ____________ Completion Date: ________

3. ______________________________

____

____

Planned Person

Responsible: ____________ Completion Date: ________

4. ______________________________

____

____

Planned Person

Responsible: ____________ Completion Date: ________

5. ______________________________

____

____

Planned Person

Responsible: ____________ Completion Date: ________

6. ____

____

____

Responsible: ________________ Planned Person Completion Date: ________

7. ______ ____________________________________

____

____

Responsible: ________________ Planned Person Completion Date: ________

Signatures of Meeting Attendees:

___________________________ ___________________________

___________________________ ___________________________

___________________________ ___________________________

___________________________ ___________________________

___________________________ ___________________________

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TRANSITION PLAN SAMPLE

DATE ____________________

STUDENT'S NAME ____________ AGE ______ DATE OF GRADUATION ____________

HIGH SCHOOL ____________________

PARTICIPANTS ____________________

Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
1. Income Support							
2. Vocational Placement							

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Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
3. Residential Placement							
4. Community Leisure Options							
5. Transportation							

Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
6. Medical Needs							
7. Advocate/ Guardian Options							
8. Long-Term Care (Trust/Will)							

Transition Issues	Recommendations	Responsibilities					
		Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
9. Maintenance of Family Relationships							
10. Insurance							

We the undersigned have participated in the development of

_________________________'s Transition Plan and agree to carry

out the recommendations specified within.

Parent/Date	Student/Date
LEA Representative/Date	AEA Representative/Date

Adult Service Providers:

date	date
date	date
date	date

Iowa Department of Public Instruction
Special Education Division
Des Moines, IA

ADULT SERVICES INFORMATION REQUEST

Agency/Program:______________________________ Date:_____________

Address:____________________________________

____

Phone:____________________

Description of Services (include descriptions of populations served):

Fee for services:_____________________

Sliding scale available: YES____ NO____ Details:_____________

____

____

Funding sources:____

____

Available transportation:_____________________________________

____

Adult Services Referral Record

Student: Date:
Address:

Phone:
Parents:
Person Responsible:

	Date Initiated	Date Completed	NA
1. Social Security Number			
2. Referral to DRS			
3. SSI/SSDI			
4. Medicaid/Medicare			
5. Referral to local Social Services			
6. Application for Special Transportation			
7. Referral to Chapter 10 Services for Housing Placement			

Form A

TRAINING EXTERNSHIP
Timeline of Trainer Responsibilities

Student: ______________________ Trainer: ______________________

Externship Site: ______________________ Contact: ______________ Phone: __________

Starting Date: ______________________ Ending Date: ______________________

		THINGS TO DO	To be completed by (date)	Completed by (date)
I.	1.	Go over externship packet with student, worksite supervisor(s) and parents		
	2.	Have employees, identified as significant to student, complete attitudes survey.		
	3.	Have student (or other) make travel arrangements.		
	4.	If requested by employer, do employee orientation on CP and our project, ONLY AFTER attitude's survey is completed.		
	5.	Send home permission, externship schedule, etc. and insurance forms to parent(s) to be signed and returned.		
	6.	Call parents to confirm understanding of externship procedures.		
II.	1.	Accompany student to externship site to assist him with job and environment.		
	2.	Record trainer intervention time through entire externship.		

Form A, continued

		THINGS TO DO	To be completed by (date)	Completed by (date)
	3.	Record student/client absences and late arrivals through entire externship.		
	4.	Act as model for supervisor and co-workers for interacting with handicapped students.		
	5.	Encourage honest and frequent feedback from supervisor and/or co-workers.		
	6.	Request consultation with rehabilitation engineer if necessary.		
III.	1.	Discuss with worksite supervisor plans lessening trainer time with student.		
	2.	Make sure student is sufficiently independent in environment and with task.		
IV.	1.	Have 2 or 3 people, at least one worksite supervisor, complete evaluation forms on student.		
	2.	Have student complete self-evaluation form.		
	3.	Hold informal meeting with student to discuss progress, problems, etc.		
V.	1.	Continue to lessen trainer time on worksite.		
	2.	Maintain contact with supervisor and co-worker.		

Form A, continued

		THINGS TO DO	To be completed by (date)	Completed by (date)
VI.	1.	Repeat IV. 1 above with same people.		
	2.	Give "Letter of Reference" form to worksite supervisor and 1 or 2 other significant individuals from job site.		
	3.	Request copy of job description which accurately describes student's work site responsibility.		
	4.	Plan meeting with student and worksite supervisor to discuss externship experience.		
	5.	Have employees as in I. 2. above complete second attitudes survey.		
	6.	Accumulate documents for student's Vocational Planning and Placement file.		
	7.	Have student complete self-evaluation form again.		

Form B

EXTERNSHIP RECORD

Student: Trainer:

Externship Site:

Work Site Supervisor: Phone:

Starting Date: Ending Date:

Work Hours: Work Days:

Transportation:

Job Title:

Job Description:

Trainer Learning Time

Date	Amount of time receiving training on worksite

Student Learning Time

Date	Trainer time with student on worksite	Actual intervention time.*

*Intervention is defined as whenever the trainer is within 5 feet of student while on worksite.

Form B, continued

Student's Name:____

Externship Site:____

Production Data

Date	Time Started	Time Finished	# of completed product on time required to complete routine	Student Co-work

---

Student's Name:____

Externship Site:____

Date	Number of Interventions		Amount of Time Train Spent within 5 feet of Student
	Student Requested	Teacher Initiated	

Form C

VOCATIONS IN TECHNOLOGY

Externship Evaluation

TRAINEE'S NAME:______________________ BEGINNING DATE:__________

JOB TITLE:__________________________ COMPLETION DATE:__________

EXTERNSHIP SITE:____

WORK SITE SUPERVISOR:____________________________________

PROJECT SUPERVISOR:______________________________________

Please circle the number that best represents your opinion about the trainee's present situation.

1. The trainee arrives and leaves on time.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

2. The trainee maintains good attendance.

1	2	2	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

3. The trainee takes breaks and/or meals appropriately.

1	2	2	4	5
Strongly	Somewhat	Undecided	Somewhat	Strongly

4. The trainee maintains good appearance.

1	2	2	4	5
Much To Seldom	Not Often	Undecided	Usually	Always

5. The trainee's performance compares favorably with other workers' performance.

1	2	2	4	5
Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree

6. Communication with trainee is not a problem.

1	2	2	4	5
Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree

7. The trainee attends to job tasks consistently.

1	2	2	4	5
Much too Seldom	Not Often Enough	Undecided	Usually	Always

8. Your overall appraisal of the trainee's proficiency at this time.

1	2	2	4	5
Needs Immediate Improvement	Somewhat Substandard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

9. Do you wish to meet with a representative from the Project staff?

YES NO

Additional Comments:

DATE: EVALUATOR'S SIGNATURE:

Example 1

INITIAL JOB ANALYSIS

Job Title:_______________ Date:_______________

Contact:_______________ Phone:_______________

Company:_______________

Address:_______________

City:_______________ State:_______ Zip:_______

I. Physical Requirements

1. Two hands: yes/no. Notes (modifiable)?:_______________
2. One hand: yes/no. Notes (modifiable)?:_______________
3. Reach: yes/no. Notes (modifiable)?:_______________
4. Mobility: yes/no. Notes (modifiable)?_______________
5. Lifting/Carrying: yes/no. Notes (modifiable)?:_______________

II. Communication Requirements

1. Must talk with strangers: yes/no. Specifics:_______________
2. Must talk with co-workers only: yes/no. Specifics:_______________
3. Must use telephone: yes/no. Specifics:_______________
4. Must follow simple instructions: yes/no. Specifics:_______________

III. Academic Requirements

1. Approximate reading level required: 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0

Notes:_______________

2. Writing/Typing skills: yes/no. Notes:_______________
3. Perceptual skills required (e.g., matching, copying, etc.): yes/no. Notes:_______________
4. Visual acuity required: yes/no. Notes:_______________
5. Hearing require: yes/no. Notes:_______________
6. Time management skills required: yes/no. Notes:_______________

IV. Brief description of job:______________________________

____

____

Entry level: yes/no. Specifics:__________________________

____

Job duties - repetitive or variable. Specifics:____________

____

V. Brief description of social climate in work environment (check all that apply):

_____Friendly, cheerful

_____Busy, relaxed

_____Slow,relaxed

_____Structured, orderly

____Aloof, indifferent

____Busy, tense

____Slow, tense

____Unstructured, disorderly

Other:____

Type of dress required:______________________________

VI. Noted Demands of Job

1. Endurance: yes/no. Specifics:__________________
2. Accuracy: yes/no. Specifics:___________________
3. Speed: yes/no. Specifics:______________________

____

4. Equipment used:_______________________________

____

VII. Other

1. Accessibility: GRTC SPECTRAN Other:______________
2. Work hours:___________________________________
3. Benefits:_____________________________________
4. Architectural barriers:__________________________

____

____

CLIENT NAME: 60

Example 2

SOCIAL SECURITY #:____________

REHABILITATION RESEARCH AND TRAINING CENTER
JOB ANALYSIS FORM

Type: Initial__________ On-going_________(D62)

Job Type_____(code, D5) Analysis Date_____(D3)

Company________________(D1) Position____________(D2)

Evaluator___________(D4) Current Hourly Rate_______(D6)

Number of Hours per Week__________(D60) Months per Year_________(D61)

Supervisor's Name____________________(D7,8)

Supervisor's Title___________________(D9)

Supervisor's Phone #___________(D10)

MORE THAN ONE ITEM MAY BE CHECKED WHEN AN * APPEARS

---

*1.	Schedule	Weekend Work Required	Evening Work Required	Part-time Job	Full-time Job
		____________ (D11)	____________ (D12)	____________ (D13)	____________ (D14)

**CI I LI NI

Specifics/Comments:

2.	Travel Location (D15)	Bus Route Accessible	Off Public Transportation
		____________	____________

CI I LI NI

Specifics/Comments:

3.	Strength (D16)	Light Work	Medium Work	Heavy Work
		____________	____________	____________

CI LI NI

Specifics/Comments:

4.	Endurance (D17)	Short Day Many Breaks	Short Day Few Breaks	Full Day Many Breaks	Full Day Few Breaks

CI I LI NI

Specifics/Comments:

5.	Orienting (D18)	Small Area	Several Rooms	Building-wide	Building and Grounds

CI I LI NI

Specifics/Comments:

6.	Mobility (D19)	Sit/Stand in One Area	Fair Ambulation Required	Stairs/Minor Obstacles	Physical Requirements

CI I LI NI

Specifics/Comments:

7.	Rate (D20)	Slow Rate	Medium Steady Pace	Sometimes Fast Pace	Continual Fast Pace

CI I LI NI

Specifics/Comments:

8.	Appearance Requirements (D21)	Grooming of Little Importance	Cleanliness Only Required	Neat and Clean Required	Grooming Very Important

CI I LI NI

Specifics/Comments:

9.	Communication Required (D22)	None/ Minimal	Keywords Needed	Sentences Impaired Speech Accepted	Sentences Clear Speech Required

CI I LI NI

Specifics/Comments:

10.	Interactions Needed (D23)	Few/Minimal	Polite Responding	Social Interactions Required Infrequent	Social Interactions Required Frequent

CI I LI NI

Specifics/Comments:

11.	Behavior Acceptance Range (D24)	Wide Variety of Behavior Accepted	Unusual Behavior Accepted If Frequent	Unusual Behavior Not Acceptable

CI I LI NI

Specifics/Comments:

12.	Attention ((D25)	Frequent Prompts Available	Intermittent Prompts/High Supervision	Intermittent Prompts/Low Supervision	Infrequent Prompts/Low Supervision

CI I LI NI

Specifics/Comments:

13.	Task Sequence (D26)	Requires One Task at a Time	2-3 Tasks Required	4-6 Tasks Required in Sequence	7 or More Tasks Required in Sequence

CI I LI NI

Specifics/Comments:

14.	Initiation of Work (D27)	Initiation of Work Required	Volunteering Helpful	Volunteering Not Necessary	Staff Can Prompt to Next Task

CI I LI NI

Specifics/Comments:

15.	Daily Changes in Routine (D28)	More Than 7 Changes	4-6 Task Changes	2-3 Task Changes	No Task Changes

CI I LI NI

Specifics/Comments:

16.	Reinforcement (D29)	Frequent Positive Reinforcement	Intermittent Praise Given	Infrequent Praise Given	Little Praise Pay Check Only
		________	________	________	________

CI I LI NI

Specifics/Comments:

17.	Employer Attitude (D30)	Goes Out of Way to Support Job Acquisition	Believes Handicapped Can Work	Indifferent to Handicapped as Workers	Negative About Handicapped Workers
		________	________	________	________

CI I LI NI

Specifics/Comments:

*18.	Employer's Financial Requirements	Financial Incentives Not Necessary	Requires Tax Credit or Incentive	Monthly Salary Below SGA	Monthly Salary Below Minimum
		________ (D31)	________ (D32)	________ (D33)	________ (D34)

CI I LI NI

Specifics/Comments:

*19.	Discrimination	Not Needed	Must Distinguish Among Work Supplies Only	Simple Counting Some Number Work Required	Simple Reading Some Words Required
		________ (D35)	________ (D36)	________ (D37)	________ (D38)

CI I LI NI

Specifics/Comments:

20.	Time (D39)	Time Factors Not Important	Must Identify Breaks	Must Tell Time to the Hour	Must Tell Time to the Minute
		________	________	________	________

CI I LI NI

Specifics/Comments:

CHECK ALL THAT APPLY TO POSITION:

(D42)Bus Tables___
(D43)Food Prep___
(D44)Buffing___
(D45)Dusting___
(D46)Stocking___
(D47)Sweeping___
(D48)Assembly___

(D49)Vacuuming___
(D50)Restroom Cleaning___
(D51)Washing Equipment___
(D52)Dish Machine Use___
(D53)Mopping (Indus.)___
(D54)Food Line Supply___

(D55)Trash Disposal___
(D56)Food Serving___
(D57)Keeping Busy___
(D58)Clerical
(D59)Other___
(D60)Pot Scrubbing

Benefits of Job (D40): Circle one

0 = None
1 = Sick leave/Vacation/Medical
2 = Medical only
3 = Sick leave/Vacation time only
4 = Medical/Dental benefits/Vacation/Sick Leave
5 = Vacation only
6 = Sick only

Visibility to consumer (D41): Circle one

0 = Client not visible
1 = Occasionally visible
2 = Regularly visible
3 = Visible throughout the day/on-going

Comments:

a. Size of company (or number of employees):____________________

b. Volume and/or pace of work:

Overall:________________ This position:________________

c. Rate of employee turnover:

Overall:________________ This position:________________

d. Number of employees in this position:____________________

During the same hours:________________________

e. Written job description available:____________________

f. What absolute "don'ts" for employee in this position (e.g., manager's pet peeves, reasons for dismissal, etc.)?____________
____
____

g. Physical conditions (barriers, temperature, etc.): ________________

____

____

H. Additional comments: ________________

____

____

____

REHABILITATION RESEARCH AND TRAINING CENTER
COMMUNITY JOB MARKET SCREENING FORM

Date Completed:________________ Completed by:__________________

1. GENERAL SCREENING

List job openings that occur frequently (derive from classified ads, employment service listing, public service ads, etc.):

JOB TITLE/TYPE OF WORK	GENERAL REQUIREMENTS

2. SPECIFIC SCREENING

List potential appropriate companies or industry in this community to contact for job openings.

CURRENT

Company/Contact Person	Type of Work	Address/Phone

DEVELOPING

Company/Contact Person	Type of Work	Address/Phone

Virginia Commonwealth University
Rehabilitation Research and Training Center

Job Client Compatibility Analysis

Analysis Date: ____________ Co. Name: ____________

Job Title: ____________ Staff: ____________

*CN (A) ____________ **RS (A) ____________ CE (C) ____________ RS (C) ____________

CN (B) ____________ RS (B) ____________ CN (D) ____________ RS (D) ____________

*CON = CONSUMER NAME **RS = REFERRAL SOURCE

Employment Factor	Factor Weight				Client A	Client B	Client C	Client D
	CI	I	LI	NI	Rating/Comment	Rating/Comment	Rating/Comment	Rating/Comment
1. AVAILABILITY					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
2. TRAVEL SITUATION					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5

KEY:

Position Factor Weight
1 - Critically Important
2 - Important
3 - Less Important
4 - Not Important

Match Rating
1 - Excellent Match
2 - Good Math
3 - Acceptable Match
4 - Somewhat Poor Match
5 - Poor Match

Employment Factor	Factor Weight				Client A	Client B	Client C	Client D
	CI	I	LI	NI	Rating/Comment	Rating/Comment	Rating/Comment	Rating/Comment
3. STRENGTH					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
4. ENDURANCE					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
5. ORIENTING					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
6. MOBILITY					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
7. RATE					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________

Employment Factor	Factor Weight				Client A Rating/Comment	Client B Rating/Comment	Client C Rating/Comment	Client D Rating/Comment
	CI	I	LI	NI				
8. APPEARANCE					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
9. COMMUNICATION					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
10. INTERACTION BEHAVIOR					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
11. INTERFERING BEHAVIOR					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
12. ATTENTION TO TASK					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5

Employment Factor	Factor Weight				Client A	Client B	Client C	Client D
	CI	I	LI	NI	Rating/Comment	Rating/Comment	Rating/Comment	Rating/Comment
13. INDEPENDENT SEQUENCING OF TASKS					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
14. INITIATION					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
15. ADAPTING TO CHANGE					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
16. CLIENT'S REINFORCEMENT NEEDS					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________
17. FAMILY SUPPORT					1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________	1__2__3__4__5 __________ __________ __________

Employment Factor	Factor Weight				Client A	Client B	Client C	Client D
	CI	I	LI	NI	Rating/Comment	Rating/Comment	Rating/Comment	Rating/Comment
18 FINANCIAL RAMIFICATIONS					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
19. FUNCTIONAL ACADEMICS					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
20. TIME UTILIZATIONS					1__2__3__4__5	1__2__3__4__5	1__2__3__4__5	1__2__3__4__5
FACTOR TOTALS								

MEAN WEIGHTED FACTORS

	CRITICALLY IMPORTANT	IMPORTANT	LESS IMPORTANT	NOT IMPORTANT
NAME				
NAME				
NAME				
NAME				

WORKSHEET FOR JOB ANALYSIS FORM:
Sequence of Job Duties with Appropriate Times

_ Daily

_ Varies Day to Day
(If checked here complete
form for each separate
sequence)
Indicate Appropriate Days:

_ Mon _ Tues _ Wed _ Thurs _ Fri

Appropriate Time	Job Duty

COMMENTS: ____________________

Signature/Title: ____________________ Date: ____________________

Revised 9/84

Virginia Commonwealth University
Rehabilitation Research and Training Center

Individualized Task Analysis and Special Training Strategies

Trainee:______________________ Job Site:______________________

Trainer/Advocate:__________________ Job Title:_______________

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques

RRTC WORKSHEET - (This information is not in the longitudinal tracking system.)
PROMPTING DATA

LEVELS OF ASSISTANCE REQUIRED FOR JOB COMPLETION AND PROFICIENCY

Trainee: ______________________ Job Site: ______________________

Trainer: ______________________ Job Title: ______________________

Indicate the # of Prompts used and Physical Proximity from the trainee by placing the appropriate Distance Code under the correct Prompt column each time a prompt is used.

Distance Code
A = Trainer With 3 Ft. (Arms reach)
B = Trainer 4 to 10 Ft. away
C = Trainer over 10 Ft. away

Observation Interval	Date	Time Start/ End	Verbal Cue Only	Verbal Cue and Gesture	Verbal Cue and Model	Verbal Cue and Physical Prompt	No Prompt Given
1.							
Specific Task Area(s) - →							
2.							
Specific Task Area(s) - →							
3.							
Specific Task Area(s) - →							
4.							
Specific Task Area(s) - →							
5.							
Specific Task Area(s) - →							
6.							
Specific Task Area(s) - →							
7.							
Specific Task Area(s) - →							
8.							
Specific Task Area(s) - →							
9.							
Specific Task Area(s) - →							
10.							
Specific Task Area(s) - →							
TOTALS:							
Describe Specific Problems encountered							

RRTC WORKSHEET - (This information is not
in the longitudinal tracking system.)

Sample of Work Regularity
Percent Time On-Task

Trainee: ______________________ Job Site: ______________________

Evaluator: ______________________ Job Title: ______________________

Date	Observation Period	Time Start	Time End	Cumulative time (in Sec.) On-Task / Total time	Percent Time On-Task	Job(s) or Activity (ies)
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
	8.					
	9.					
	10.					
	11.					
	12.					
	13.					
	14.					
	15.					
	16.					
	17.					
	18.					
	19.					
	20.					
				20 Session Totals:	20 Session Average:	

Definitions:

On-Task: ____

____

Off-Task: ____

____

PAID OUT

MEMORANDUM OF UNDERSTANDING

Pursuant to discussions between Mr.________________________ owner of the ______(business)______ and Dr. ________________________ Director of Vocational Education, ______(school)______ the following is understood.

______(student)______, a post-graduate student at the ____________________ School will participate in an on-the-job training experience in the ______(department)______ department of the ______(business)______; located at ______(location)______ Road. The program will begin on Wednesday, September ____, 19__. ________________________ will receive at least the minimum wage for participating in this program to acquire skills and knowledge. The program will be a continuation of his on-the-job training experience of last year. William will be exposed to additional operations to continue to develop his employability skills in this field. The hours will be from 8:00 a.m. until 1:30 p.m., Monday through Friday inclusive. The school will provide math and reading courses from 1:40 p.m. to 3:30 p.m. daily. Williams will live ________________________ and provide for his own food and transportation. ______(student)______ will also provide his own work shoes and long-sleeve sweat shirt. The business will provide ______(student)______ with work coats/aprons and a hat.

Person or persons responsible for monitoring progress, teacher will make periodic visits to the business to consult with business personnel on ______(student's)______ progress and to discuss progress with the student. A grade will be given by ______(person)______ based on comments from ______(business representative)______ Supervisor, the individual directly responsible for the student's experience at the business.

The program is planned to continue until the end of May 19 unless terminated sooner by the business or the school. It is understood that ______(student)______, as an employee, will be covered under the store's Workman's Compensation Insurance.

________________________ date
Owner/Manager

________________________ date
Director, Vocational Education

________________________ date
Student

________________________ date
Superintendent

NON-PAID OUT

MEMORANDUM OF UNDERSTANDING

Pursuant to discussions between Mr.____________________________, owner of the ________(business)__________ and ______________________, Director of Vocational Education, ______________________ School ________________________the following is understood.

_________(student)__________, a high school student at the ________________________ School ____________________ will participate in an on-the-job training experience in the ______________________department of the ________business)__________ located at __________(location)______________ Road. The program will begin on Monday, November ___, 19__. ______(student) will not receive wages for participating in this structured learning experience to acquire skills and knowledge in accordance with ________ Policy #______________________. He will begin as an observer and be exposed to various operations to develop entry level employability skills in this field. The hours will be from 8:30 a.m. until 11:00 a.m. Monday through Friday inclusive. Transportation will be provided by the school. The business will provide student with work coats/aprons and a hat. Student will provide his own work shoes and long-sleeved sweat shirt.

______________________________ teacher, will make periodic visits to the business to consult with business personnel on student's progress and to discuss progress with the student. A grade will be given by ______(teacher)_________ based on comments from Mr. _____(business representative_____ Supervisor, the individual directly responsible for the student's experience at the business.

The program is planned to continue until the end of May 19, unless terminated sooner by the business or the school. It is understood that ________(student)________ will be covered under the store's liability coverage.

________________________ date	________________________ date
Business Owner	Director, Vocational Education
________________________ date	________________________ date
Student	Superintendent

Memorandum of Understanding

Dear Mr. and Mrs. ____________________________:

We are in the final stages of development of the On-the-Job training program for _________(student)_________ as he requested. Attached is a copy of the Memorandum of Understanding which describes the program. Appended is the section of our school policy dealing with this phase of programming. A fully executed copy will be kept on file at school.

I have reviewed the details with __________(student)__________ and he is enthusiastic about starting his new program.
_______(student)_______ has been given an orientation in safety and personal hygiene by our ___________________________, teacher Mrs. ______(teacher)______.

I would appreciate your indicating that you have discussed this with _____(student)_____ and that you are in agreement with this program as part of his Individual Education Plan. If you have any questions, please call me at ______________________. Thank you.

Sincerely,

____
mother

____
father

____
student

REHABILITATION RESEARCH AND TRAINING CENTER

PROGRESS REPORT

Trainee/Employee's Name:______________________ Date:__________

Job Coordinator:____________________Date of Placement:__________

All items which pertain to your performance are circled below:

1) The employee (a) generally arrives and leaves on time
   (b) maintains good attendance
   (c) takes meals and breaks appropriately
   (d) maintains a good appearance

Comments on uncircled items: ______________________________

____

2) The employee has (a) mastered all aspects of present job
   (b) mastered many, but not all aspects of job (specify):______________________

   ____
   (c) not mastered essential aspects of job to date (specify):__________________

   ____

   ____

3) In order for the employee to follow directions regarding the job, the supervisor and Project Staff
   (a) can just give oral instructions
   (b) have to give many gestures as well as oral instructions
   (c) have to show the employee exactly what to do before he knows what to do

4) The employee is (a) fast-paced worker
   (b) regular-paced worker
   (c) slow worker

Aspects of job which your family or guardian could help you with at home to improve your performance at work:______________________

____

Job Coordinator's Signature:____________________

Supervisor's Evaluation of Employee

Trainee/Employee's Name:____
SS#_____________(H1) Company ID:____________(H2) Pos. ID:__________(H3)
Date:_______________(H4)

Please circle the number that best represents your opinion about the trainee/employee's present situation.

1. The employee arrives and leaves on time.

1	2	3	4	5	
Much Too Seldom	Not Often Enough	Undecided	Usually	Always	___(H5)

2. The employee maintains good attendance.

1	2	3	4	5	
Much Too Seldom	Not Often Enough	Undecided	Usually	Always	___(H6)

3. The employee takes meals and breaks appropriately.

1	2	3	4	5	
Much Too Seldom	Not Often Enough	Undecided	Usually	Always	___(H7)

4. The employee maintains good appearance.

1	2	3	4	5	
Much Too Seldom	Not Often Enough	Undecided	Usually	Always	___(H8)

5. The employee's performance compares favorably with the other worker's performance.

1	2	3	4	5	
Much Too Seldom	Not Often Enough	Undecided	Usually	Always	___(H9)

6. Communication with the employee is not a problem.

1	2	3	4	5	
Much Too Seldom	Not Often Enough	Undecided	Usually	Always	___(H10)

7. The employee attends to job tasks consistently.

1	2	3	4	5	
Much Too Seldom	Not Often Enough	Undecided	Usually	Always	___(H11)

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs Immediate Improvement	Somewhat Substandard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

___(H12)

9. Do you wish to meet with a representative from the Project staff? ___(H13)

___Yes ___NO

Additional Comments:___

___(H14)

Signature:___

APPENDIX F

RESOURCE MATERIALS

APPENDIX F

RESOURCE MATERIALS

LIFE CENTERED CAREER EDUCATION: A COMPETENCY-BASED APPROACH 499

USE OF V-TECS CATALOGS WITH VOCATIONAL SPECIAL NEEDS STUDENTS 508

NEW JERSEY VOCATIONAL/TECHNICAL, VOCATIONAL SPECIAL NEEDS CURRICULUM . . . 520

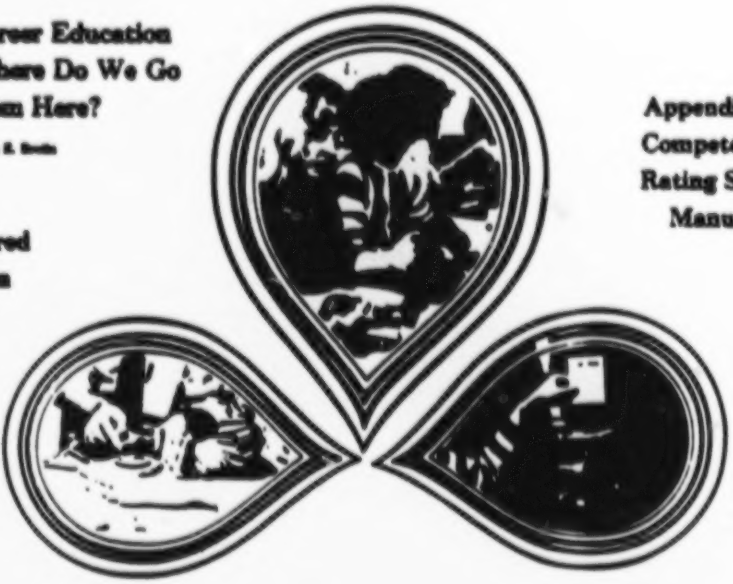
Use of Prepared Manuals, Guides and Catalogs

The resources included in this guide provide formats and suggestions for the implementation of vocational programs. Included are samples from the "Life Centered Career Education: A Competency Based Approach" and V-TECS, a task analysis approach to teaching vocational skills. Also included is sample list of publishers from which materials may be obtained.

LIFE CENTERED CAREER EDUCATION: A COMPETENCY BASED APPROACH

Edited by Donn E. Brolin, University of Missouri - Columbia Published by the Council for Exceptional Children (1983)

The following curriculum outline suggest the major curriculum areas, competencies, subcompetencies, objectives, activities, strategies and support services recommended as the basic components of a comprehensive career education program for the handicapped. In addition, this excellent resource guide provides the user with lists of scales and suggestions in developing career goals and objectives in a student's Individual Educational Plan (IEP).


1. Career Education Where Do We Go from Here?
Donn E. Brolin
Appendix A Competency Rating Scale Manual
2. The Life Centered Career Education Curriculum
Donn E. Brolin
Appendix B Master Forms for Duplication
3. Competency Units
4. Sources of Instructional Materials and Other Resources
5. Student Competency Assessment and Planning for Individualized Education Programs
Appendix C Project PRICE Personnel

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BEST COPY AVAILABLE

Curriculum Area	Competency	Subcompetencies	
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing	7. Maintain a home
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene
	4. Raising Children, Enriching Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	38. Know activities and available community resources
	9. Getting around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation
Personal-Social Skills	10. Achieving Self Awareness	43. Attain a sense of body	44. Identify interests and abilities
	11. Acquiring Self Confidence	48 Express feelings of worth	49. Tell how others see him/her
	12. Achieving Socially Responsible Behavior	[illegible] Know character traits needed for acceptance	54. Know proper behavior in public places
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond	59. Know how to make & maintain friendships
	14. Achieving Independence	62 Understand impact of behaviors upon others	63. Understand self organization
	15. Achieving Problem Solving Skills	66. Differentiate bipolar concepts	67. Understand the need for goals
	16. Communicating Adequately with Others	71. Recognize emergency situations	72. Read at level needed for future goals
Occupational Guidance & Preparation	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests
	19. Exhibiting Appropriate Work Habits & Behaviors	87. Follow directions	88. Work with others
	20. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate satisfactory balance and coordination	96. Demonstrate satisfactory manual dexterity
	21. Obtaining a Specific Occupational Skill		
	22. Seeking, Securing, & Maintaining Employment	98. Search for a job	99. Apply for a job

FIGURE 2-2
Life Centered Career Education Competencies

3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay taxes		
8. Use basic appliances and tools	9. Maintain home exterior			
12. Demonstrate knowledge of physical fitness, nutrition, & weight control	13. Demonstrate knowledge of common illness prevention and treatment			
16. Prepare for raising children (psychological care)	17. Practice family safety in the home			
20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food	
26. Perform simple mending	27. Purchase clothing			
30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law	
36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations	
42. Drive a car				
45. Identify emotions	46. Identify needs	47. Understand the physical self		
50. Accept praise	51. Accept criticism	52. Develop confidence in self		
55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles		
60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships			
64. Develop goal seeking behavior	65. Strive toward self actualization			
68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice		
73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication		
78. Identify the remunerative aspects of work	79. Understand classification of jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information	
84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices.		
89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety
96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination			
100. Interview for a job	101. Adjust to competitive standards	102. Maintain postschool occupational adjustment		

The following is a sample of some of the objectives, activities, strategies and suggestions provided for each competency and subcompetency in the resource guide.
Life Centered Career Education: A Competency Based Approach, (Brolin, 1983)

DOMAIN: Occupational Guidance and Preparation
COMPETENCY: 19. Exhibiting Appropriate Work Habits and Behavior
SUBCOMPETENCY: 88. Work with Others

OBJECTIVES	ACTIVITIES/STRATEGIES	ADULT/PEER ROLES
The student will be able to: a. Identify reasons for working with others (e.g., efficiency, need for more than one person to complete a particular task)	*Students identify activities for which more than one person is required. *Student engage in activities for which more than one person is required. *Students identify situations in which there is cooperation and shared responsibility. *Students engage in team games or sports. *Students discuss their feelings about working with other.	*Parents or peers help the student identify activities in day to day life which require more than one person. *Peers work with the student on tasks requiring more than one person. *Parents or peers discuss reasons for cooperation and shared responsibilities.
b. Recognize the importance of individual components in a cooperative effort.	*Students participate in a simulated activity in which one member leaves or doesn't cooperate to demonstrate the dependence of the group on individuals. *Students take a field trip to an industry to observe group assembling. *Coaches can discuss the importance of cooperation in athletics.	*Parents demonstrate the role of individuals in household [illegible]s. *Student athletes discuss how they learned cooperation on the playing field. *Workers from the community discuss cooperation aspects of their jobs.
c. Complete a task working with other persons.	*Students are assigned to work pairs on various tasks *Students are assigned to work pairs on various tasks *Students discuss what they like or dislike about working with others. *Students participate in games in which cooperation is required to reach a goal. *Students are presented with a problem that requires two or more to solve (e.g., carry a table down a hallway).	*Parents or peers work with the student to complete various house- *Parents or peers work with the student to complete various household tasks. *Parents or peers discuss with the student what role each will assume. in completing a task. *Peers engage in games or sports with the student.

Suggested Allocation of Curriculum Responsibilities

Competency	Junior High Curriculum	Senior High Curriculum
Daily Living Skills		
1. Manage family finances	Business, Math	Home Economics, Math
2. Select, manage, and maintain a home	Home Ec., Vocational Ed.	Home Economics
3. Care for personal needs	Home Ec., P.E./Health	Home Economics
4. Raise children and enrich family living	Home Economics	Home Economics
5. Buy and prepare food	Home Economics	Home Economics
6. Buy and care for clothing	Home Economics	Home Economics
7. Engage in civic activities	Social Studies, Music	Social Studies, Music
8. Utilize recreation	P.E., Art, Music, Counselors	P.E., Art, Music
9. Achieve community mobility	Home Economics	Driver Education
Personal-Social Skills		
10. Achieve self awareness	Music, P.E., Counselors	Art Music, Counselors
11. Acquire self confidence	Art, Music, P.E., Home Economics, Counselors	P.E., Counselors, Social Studie Art, Vocational Ed., Music
12. Exhibit socially responsible behavior	P.E., Counselors, Music	Social Studies, Music
13. Exhibit interpersonal skills	Counselors	Music, Counselors
14. Achieve independent functioning	Counselors	Counselors
15. Practice decision making, problem solving	Math, Counselors	Science, Counselors
16. Communicate adequately	Language Arts, Music Speech, P.E.	Language Arts, Speech, Music, Art
Occupational Guidance and Preparation		
17. Gain occupational knowledge and exploration	Vocational Education, Home Ec., Counselors	Counselors
18. Make appropriate occupational choices	Business, Vocational Ed., Counselors	Counselors
19. Acquire appropriate work habits and behaviors	Vocational Ed., Math, Home Ec., Art	Home Ec., Vocational Ed., Music
20. Acquire physical and manual skills	Vocational Education, P.E.	Vocational Ed., P.E., Art
21. Obtain a specific occupational skill	Vocational Ed., Home Ec.	Vocational Ed., Home Economics
22. Seek/secure employment	Counselors	Counselors

LIFE CENTERED CAREER EDUCATION
Competency Rating Scale
Record Form
Experimental 1
OCCUPATIONAL GUIDANCE AND PREPARATION

Student Name ____________________ Date of Birth ______________ Sex ______

School __________________________ City ____________________ State _______

Directions: Please rate the student according to his/her mastery of each item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check in the appropriate space in the yes/no column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the yes/no column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	Rater(s) Grade Level Date(s)						YES	NO
Knowing and Exploring Occupational Possibilities								
Identify the personal values met through work								
Identify the societal values met through work								
Identify the remunerative aspects of work								
Understand the classification of jobs into different occupational systems								
Identify occupational opportunities available locally								
Identify sources of occupational information								
Selecting and Planning Occupational Choices								
Identify major occupational needs								
Identify major occupational interests								
Identify occupational aptitudes								
Identify requirements of appropriate and available jobs.								
Make realistic occupational choices								

Exhibiting Appropriate Work Habits and Behaviors

Follow directions _ _ _ _ _ _ _ _
Work with others _ _ _ _ _ _ _ _
Work at a satisfactory rate _ _ _ _ _ _ _ _
Accept supervision _ _ _ _ _ _ _ _
Recognize the importance of attendance and punctuality _ _ _ _ _ _ _ _
Meet demands of quality work _ _ _ _ _ _ _ _
Demonstrate occupational safety _ _ _ _ _ _ _ _

---

1 The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquires to: Donn E. Brolin, 16C Hill Hall, University of Missouri, Columbia, MO 65201.

Subcompetencies
Rater(s)
Grade Level
Date(s)

YES NO

Physical-Manual Skills

Demonstrate satisfactory balance and coordination _ _ _ _ _ _ _ _
Demonstrate satisfactory manual dexterity _ _ _ _ _ _ _ _
Demonstrate satisfactory stamina and endurance _ _ _ _ _ _ _ _
Demonstrate satisfactory sensory discrimination _ _ _ _ _ _ _ _

Seeking, Securing, and Maintaining Employment

Search for a job _ _ _ _ _ _ _ _
Apply for a job _ _ _ _ _ _ _ _
Interview for a job _ _ _ _ _ _ _ _
Adjust to competitive standards _ _ _ _ _ _ _ _
Maintain postschool occupational adjustment _ _ _ _ _ _ _ _

*Total Possible Score (TPS) = N x 2 ____
*Total Actual Score (TAS) _ _ _ _ _ _ _ _
(AS) x TAS/N _ _ _ _ _ _ _ _

*Cumulative TPS______
*Cumulative TAS _ _ _ _ _ _ _ _
*Cumulative AS _ _ _ _ _ _ _ _

COMMENTS:____

____

____

*Refer to the CRS manual for calculation and interpretation

The following is a sample of long term goals and short term objectives which may be considered in the development of IEP goals and objectives to meet the individually identified needs of handicapped students. (Life Centered Career Education: A Competency Based Approach)

LIFE CENTERED CAREER EDUCATION
Individualized Education Program Form *
(Use attachments as needed for each student)

Student's Name:________________School:________________Grade:_____Date:_______

SECTION I: Present Level of Education Performance

SECTION II: Annual Goals

This student will progress toward acquiring functional behaviors in the following competency areas. (Check the appropriate annual goals.)

__1. Managing Family Finances
__2. Selecting, Managing, Maintaining Home
__3. Caring for Personal Needs
__4. Raising Children, Family Living
__5. Buying and Preparing Food
__6. Buying and Caring for Clothing
__7. Engaging in Civic Activities
__8. Utilizing Recreation and Leisure
__9. Getting Around Community (Mobility)
_10. Achieving Self Awareness
_11. Acquiring Self Confidence
__12. Achieving Socially Responsible Behavior
__13. Maintaining Good Interpersonal Relationship
__14. Achieving Independence
__15. Achieving Problem Solving Skills
__16. Communicating Adequately with Others
__17. Knowing & Exploring Occupational Possibilities
__18. Selecting & Planning Occupational Choices
__19. Exhibiting Approp. Work Habits & Behaviors
__20. Developing Physical-Manual Skills
__21. Obtaining a Specific Occupational Skill
__22. Seeking, Securing, & Maintaining Employment

For additional annual goals, attach another sheet.

SECTION III. Specific Educational Services Needed

GOAL NUMBER	SPECIAL SERVICES NEEDED	SPECIAL MEDIA/MATERIALS AND EQUIPMENT	INDIVIDUAL IMPLEMENTERS

*Use of the Louisiana approved IEP Form is required for handicapped students

SECTION IV: Short Term Individual Objectives

This student will receive assistance focusing on the following short term individual objectives. (Check specific behaviors and use an attachment for this section if these objectives are developed independently by the implementer. The numbers in parenthesis indicates the annual goal, listed on the previous page, under which these behaviors will be used.)

__ 1. Identify money & make correct change (1)
__ 2. Make wise expenditures (1)
__ 3. Obtain & use bank & credit services (1)
__ 4. Keep basic financial records (1)
__ 5. Calculate and pay taxes (1)
__ 6. Select adequate housing (2)
__ 7. Maintain a home (2)
__ 8. Use basic appliances and tools
__ 9. Maintain home exterior (2)
__10. Dress appropriately (3)
__11. Exhibit proper grooming and hygiene (3)
__12. Phys. fitness, nutrition, weight control (3)
__13. Common illness prevention & treatmt. (3)
__14. Prepare for adjustment to marriage (4)
__15. Prep. raising children (phys. care) (4)
__16. Prep. raising children (psycho. care) (4)
__17. Practice family safety in home (4)
__18. Demonstrate appropriate eating skills (5)
__19. Plan balanced means (5)
__20. Purchase food (5)
__21. Prepare meals (5)
__22. Clean food preparation areas (5)
__23. Store food (5)
__24. Wash clothing (6)
__25. Iron and store clothing (6)
__26. Perform simple mending (6)
__27. Purchase clothing (6)
__28. Understand local laws (7)
__29. Understand federal government (7)
__30. Understd. citizenship rights & respon. (7)
__31. Understd, regis. & voting procedures (7)
__32. Understd selective service procedrs. (7)
__33. Rights & resp. when questioned by law (7)
__34. Participate in group activities (8)
__35. Know activities & community resources (8)
__36. Understand recreational values (8)
__37. Use recreational facilities in commun. (8)
__38. Plan and choose activities wisely (8)
__39. Plan vacations (8)
__40. Know traffic rules & safety practices
__41. Know various means of transportation (9)
__42. Drive a car (9)
__43. Attain a sense of body (10)
__44. Identify interests and abilities
__45. Identify emotions (10)

__ 52. Develop confidence in self (11)
__ 53. Character traits needed for acceptance (11)
__ 54. Know proper behavior in public (12)
__ 55. Respect for rights & Prop. of others (12)
__ 56. Rec. authority & follow instructions (12)
__ 57. Recognize personal roles (12)
__ 58. Know how to listen and respond (13)
__ 59. Make and maintain friendships (13)
__ 60. Establish heterosexual relationships (13)
__ 61. Establish close relationships (13)
__ 62. Understd. impact of behavior on others (14)
__ 63. Understand self organization (14)
__ 64. Develop goal seeking behavior (14)
__ 65. Strive toward self actualization (14)
__ 66. Differentiate bipolar concepts (15)
__ 67. Understand the need for goals (15)
__ 68. Look at alternatives (15)
__ 69. Anticipate consequences (15)
__ 70. Know where to find good advice (15)
__ 71. Recognize emergency situations (16)
__ 72. Read at level needed for future goals (16)
__ 73. Write at level needed for future goals (16)
__ 74. Speak adequately for understanding (16)
__ 75. Understand subtleties of communication (16)
__ 76. Personal values met through work (17)
__ 77. Societal values met through work (17)
__ 78. Remunerative aspects of work (17)
__ 79. Classification of jobs (17)
__ 80. Local occupational opportunities (17)
__ 81. Sources of occupational information (17)
__ 82. Identify major occupational needs (18)
__ 83. Identify major occupational interests (18)
__ 84. Identify occupational aptitudes (18)
__ 85. Identify job requirements (18)
__ 86. Make realistic occupational choices (18)
__ 87. Follow directions (19)
__ 88. Work with others (19)
__ 89. Work at a satisfactory rate (19)
__ 90. Accept supervision (19)
__ 91. Attendance and punctuality (19)
__ 92. Meet demands for quality work (19)
__ 93. Demonstrate occupational safety (19)
__ 94. Demonstrate balance & coordination (20)
__ 95. Demonstrate manual dexterity (20)
__ 96. Demonstrate stamina and endurance (20)

USE OF V-TECS CATALOGS WITH VOCATIONAL SPECIAL NEEDS STUDENTS

Administrators, curriculum supervisors and/or teachers may choose to utilize a variety of prepared curricular catalogs, such as V-TECS, as a tool in staff development inservice activities, or in the planning and delivery of vocational program curricular to meet the identified needs of handicapped students.

V-TECS Catalogs contain worker validated job tasks, for which performance objectives and guides have been written. Each performing objective contains: (1) the condition(s) under which the task is to be performed; (2) a statement directing the learner to some form of action; and (3) the standard(s) stating how well or to what degree of proficiency the task is to be performed.

Prerequisite knowledge and skills are not always specifically stated in performance guides, but implied through the wording of statements. The assumption is made that teachers are teaching in areas in which they have had practical, on-the-job experience and that experience is expected to surface in classrooms and laboratories to identify learners' prerequisite knowledge and skills.

In addition to performance objectives and related information, catalogs contain tool and equipment lists. A table illustrating the relationship between the performance objectives and the original task inventory for the specific occupational title is also included.

Basically, catalogs provide curriculum supervisors and teachers with a valid information base upon which they can plan and organize new curricula, reorganize existing curricula or supplement current instructional information. This individualization can be accomplished using the following steps with V-TECS catalogs or with established instructional materials of a similar kind (Ledoux, 1983):

1. Select catalog(s) applicable to areas of instruction

2. Review catalog contents

    a. Instructor
    b. Advisory or craft committee members
       (Validates catalog of tasks)

3. Select tasks to be taught

4. Review and refine selections of equipment and supplies

The illustration below is a sample page from the V-TECS catalog on the COMMERCIAL COOK. The components of the "Task Sheet" provide information needed to develop the IEP.

DUTY: Preparing and Cooking Breakfast Items

IEP
Short Term
Objective

PERFORMANCE OBJECTIVE No. 37

TASK: Scramble Eggs

IEP
Evaluation
Criterion

STANDARD: The eggs must be bright and clear with a soft sheen and a uniform, pale color with no evidence of browning The eggs should be tender, moist, and delicate in texture, not hard, dry, powderery, or watery. (4)

CONDITIONS FOR PERFORMANCE OF TASK

Recipe
Eggs
Milk or cream
Oil, butter or margarine
Seasoning (optional)
Skillet or grill
Small bowl
Measuring spoon
Fork

PERFORMANCE GUIDE:

IEP
Instructional
Steps
(Vocational
Teacher)

1. Read the recipe and make any necessary adjustments, conversions or substitutions.
2. Organize the work area by washing hands and assembling supplies near the equipment.
3. Break eggs into small bowl, whisk until mixed.
4. Add milk, cream or water (about 2 tablespoons per egg).
5. Season eggs with salt and pepper. (optional)
6. Place eggs into heated, greased skillet.
7. Cook slowly, stirring occasionally for larger morsels of scrambled eggs.

IEP Supportive
Instruction
(Special Ed
Teacher)
Vocabulary words
are in bold-
face type

SOURCE OF STANDARD:
Writing team members

The following lists the available V-TECS manuals now on the market and those categories in which instructional materials are being developed and compiled.

VOCATIONAL TECHNICAL EDUCATION CONSORTIUM OF STATES
Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
795 Peachtree St., N.E. Atlanta, GA 30365 (404) 897-6158

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
PROJECT STATUS AND PRODUCT AVAILABILITY REPORT
AS OF
JUNE 9, 1986

The V-TECS Project Status and Product Availability Report is updated and produced each month for Technical Coordinators and Board Members. Any input to the report should be returned to the V-TECS office, 795 Peachtree Street, N.E., Atlanta, Georgia, 30365. If there are any questions concerning any of the dates or status of any project on this report, please call Robyn Dawkins (404) 897-6162.

CATALOGS DEVELOPED

NO.	Year	
IN04	83	Accounting Clerk
FL11	79	Advertising Artist
KY13	78	Agricultural Equipment Parts Salesperson
GA08	80	Appliance Repairer
MD02	79	Architectural Drafter
PA14	81	Auctioneering
PA10	84	Audio Visual Repairer Electrical System Technician
FL01	76	Auto Body Repairer
WV08	83	Auto Engine and Drive Train Technician
PA09	85	Auto Engine Performance Technician
FL03	76	Auto Mechanic
WV13	85	Auto Mechanics: Suspension Systems, Brakes & Steering
AL05	76	Auto Parts Salesperson
PA04	81	Baker
LA08	78	Bank Clerk
KY06	76	Bank Teller
IN07	83	Bindery Worker/Web Press Operator
AL04	78	Bookkeeper
AL09	78	Bricklayer
WV05	81	Business Repairer
SC03	80	Business Machine Repairer
TN02	81	Cabinetmaker
KY05	76	Carpenter
PA07	83	Carpenter (Revision)
KY04	75	Cashier/Checker
VA04	84	Caterers
AL10	82	Cattle Rancher
IN01	79	Chemical Salesman/ Chemical Applicator
KY07	76	Child Care Attendant
AL07	76	Clothing Alterationist
FL13	82	Commercial Cook (Revision of Food Preparation Worker)
MS07	78	Community Health Aide
IL09	85	Computer Equipment Repair
GA03	76	Computer Operator
VA05	82	Computer Operator

No.	Year	
AL08	75	Cosmetologist
VA12	84	Cosmetologist (Revision)
MS05	76	Cotton Ginner
SC04	81	Cotton Grower
FL08	78	Custom Dressmaker
PA05	82	Dairy Worker
VA02	82	Data Entry Operator
KY02	76	Dental Assistant
WI05	81	Dental Hygienist
GA11	80	Dental Laboratory Technician
IN02	79	Die Designer Jig and Fixture Designer
LA04	79	Diesel Mechanic
FL19	85	Diesel Mechanic (Revision)
IL02	83	Duplicating Machine Operator
GA07	80	Electronic Mechanic
GA06	77	Emergency Medical Technician
AL01	81	Environmental Control System Installer/Servicer
MD01	80	Executive Secretary
WI02	79	Farm Business Manager
FL10	80	Farm Equipment Mechanic
VA10	79	Farm Equipment Operator
IN06	84	Farm Machinery Set-Up Mechanic
SC08	81	Farmer, Cash Grain
KY14	81	Fashion Salesperson
WV03	79	Fire Fighter
FL05	76	Floriculture Worker
MD11	85	Floriculture Worker, Retail Flowershop Salesperson & Floral Designer (Revision of FL05 and KY12)
KY15	82	Food Marketing Manager/Supervisor
VA07	76	Food Preparation Manager (Replaced by Commercial Cook)
IN05	81	Garden Center Salesperson
MS04	76	Gardening/Groundskeeping
LA07	78	General House Worker
FL02	75	Greenskeeper
MI03	80	Hardware Salesperson
PA01	80	Heavy Equipment Mechanic
KY11	76	Home Furnishings Worker
9999	80	Homemaker: Clothing and Textiles
9999	80	Homemaker: Foods
9999	80	Homemaker: Housing and Furnishings

CATALOGS DEVELOPED

NO.	Year	
		(Revision)
GA05	76	Computer Programmer
IL08	85	Computerized Numberical
GA13	82	Concrete Worker
FL14	83	Corrections Officer
FL16	83	Corrections Sergent
TN01	81	House Electrician
KY08	80	Industrial Electrician
WI01	81	Industrial Sewing Machine Operator
IL05	84	Industrial Traffic
VA13	86	Info. Processing Specialist (Revision of MD03 and MD04)
WV01	78	Janitor
MD06	81	Land Survey Party
PA11	84	Laser System Technician
KY09	76	Legal Secretary
AL06	76	Licensed Practical Nurse
GA01	82	Licensed Practical Nurse (Revision)
VA08	76	Logger
SC01	77	Loom Fixer
IL06	83	Machine Tool Operation
GA04	76	Mechanist
KY01	82	Machinist (Revision)
LA06	78	Meat Cutter
IN03	83	Mechanical Drafter
KY10	78	Medical Assistant
IN08	83	Medical Clerical Worker
FL09	79	Medical Laboratory Technician
WI04	81	Medical Record Technician
PA03	81	Medical Secretary
WV04	81	Miner I - Underground Coal Miner Worker
MD05	81	Nuclear Medicine Technologist
AL03	76	Nursery Worker
VA09	76	Nurse's Aide/Orderly
LA01	79	Oilfield Technician
VA01	80	Operating Room Technician
FL17	84	Opticinary
SC05	81	Orchardist
FL15	82	Parenting
LA03	78	Patrolman
TN05	82	Photo Laboratory

No.	Year	
9999	80	Homemaker: Human Development
9999	80	Homemaker: Management and Family Economics
FL06	76	Hospital Ward Clerk
LA10	78	Hotel/Motel Desk Clerk
AL02	75	Radio/Television Service
MD12	84	Radio/Television Service (Revision)
IL01	81	Railroad Track Layer
WV06	83	Real Estate Salesperson
PA13	83	Records Manager
GA12	81	Refrigeration Mechanic
TN03	81	Respiratory Therapist
FL21	85	Respiratory Therapist (Revision)
LA05	79	Retail Credit Manager
KY12	78	Retail Flower Shop Salesperson and Floral Designer (Replaced by Floriculture Worker revision)
PA12	84	Robotics Technician
GA14	82	Roofer
VA06	76	Secretary
MI04	81	Secretary (Revision)
MI01	78	Security Guard
WV09	83	Sheep Rancher
DE01	78	Sheep Metal Worker
PA08	82	Sheet Metal Worker (Revision)
LA09	77	Ship Operations
IL04	83	Shipping & Receiving Worker
SC02	77	Small Engine Repairer
PA02	80	Solar Heating Mechanic
TN04	82	Still Photography
KY16	82	Swine Farmer
FL07	76	Tax Collector
SC06	81	Tobacco Grower
KY03	76	Tractor Mechanic
MS08	81	Tractor Trailer/Truck
WV02	80	Underground Coal Mine Machine Maintenance
AL11	82	Upholsterer
SC07	81	Vegetable Grower
VA11	79	Veterinary Assistant Occupations
WV07	81	Waiter/Waitress
DE02	78	Warehouse Worker
LA02	78	Water/Wastewater Treatment Plant Operator

CATALOGS DEVELOPED

NO.	Year		No.	Year	
		Technician			
MS03	76	Plumber	FL04	76	Welder
MD09	84	Plumber (Revision	MD08	83	Welder (Revision)
VA03	83	Poultry Farmer	MD03	79	Word Processing Administrative Support Secretary
MI02	78	Printer Occupations			
WI03	82	Property Manager			
FL12	77	Public Housing Manager	MD04	80	Word Processing Correspondence Specialist
GA10	80	Radio Communications Technicians			
GA09	80	Radiographer			

CATALOGS UNDER DEVELOPMENT

Project Number & Name			Product Agreement	Occupational Inventory	Draft Catalog	Final Catalog
KS	KS01	Paralegal/Legal Assistant	09/01/85			
MD	MD13	Construction Worker	10/15/85			
	MD14	Legal Secretary (REV)	08/01/85	09/29/85		
PA	PA15	Electrical & Electronic Equipment Repair/Service VCR & Related Equip. Repair	08/30/85	02/07/86	06/06/86	
VA	VA13	Information Processing Specialist (REV)	06/21/83	09/28/84	11/25/85	06/03/86
	VA14	Programmer/Analyst (REV)	06/21/83	03/11/85		
	VA15	Supervisor of Administrative Services	12/18/84	10/08/85		
	VA16	Nursing Assistant (REV)	12/14/84	01/16/86		

COMPLETED V-TECS CURRICULUM GUIDES

State	Project Number & Name	Day Zero	Date Completed
GA	GA02 Licensed Practical Nurse	04/01/81	06/01/83
IL	IL07 Secretary	01/28/83	07/05/84
MD	MD10 Industrial Electricity	01/01/83	09/26/85
SC	SC09 Homemaker: Housing & Furnishings	11/09/81	03/29/82
	SC10 Farm Business Manager	11/04/81	03/08/84
	SC11 Masonry	11/04/81	12/09/82
	SC13 Hospital Ward Clerk	09/01/82	10/31/84
	SC14 Auto Body Repairer	10/15/82	10/31/84
	SC15 Plumbing	02/01/84	08/30/85
	SC16 Machine Shop	09/01/83	08/30/85
	SC17 Cosmetology	11/01/83	08/30/85
	SC18 Data Processing	07/01/84	01/13/86
	SC19 Bookkeeping/Accounting/ Payroll Clerk	08/31/84	03/07/86
	SC23 Electronic Mechanic	09/01/84	02/06/86
	SC24 Environmental Control System Installer/Servicer	11/01/84	05/12/86

V-TECS CURRICULUM GUIDES UNDER DEVELOPMENT

State	Project Number & Name	Day Zero
FL	FL20 Opticianry	10/01/84
IL	IL10 Computerized Numerical Control	07/01/85
	IL11 Computer Equipment Repair	07/01/85
MD	MD15 Legal Secretary	08/01/85
PA	PA16 Electrical & Electronic Equipment Repair/Service: VCR & Related Equip. Repair	07/01/85
SC	SC25 Industrial Maintenance Mechanic	11/01/86
	SC26 Word Processing Correspondence Specialist	01/01/85
	SC29 House Electrician	05/01/85
	SC30 Automotive Mechanic	09/01/85
	SC31 Agricultural Mechanic	11/01/85
	SC32 Executive Secretary	11/01/85
	SC33 Small Engine Repairer	10/01/85
	SC34 Architectural/Mechanical Drafting	12/10/85
VA	VA17 Supervisor of Administrative Services	12/13/84
	VA18 Nursing Assistant	12/14/84
WV	WV10 Miner I	02/01/82
	WV11 Building Repairer	02/01/82
	WV 14 Sheep Rancher	04/01/84

A LIST OF DEVELOPED CRITERION-REFERENCED TEST ITEMS UNDERGOING QUALITY REVIEW FOR INCLUSION IN V-TECS TEST-ITEM BANKS

	ALABAMA	FLORIDA	GEORGIA					
Secretary/Clerk	X	X						
Auto Mechanic	X	X						
Auto Body Repairer	X	X						
Carpenter	X	X						
Electronic Technician	X							
Machinist	X	X						
Welder	X	X						
Air Conditioning/Refrigeration (Environmental Servicer)	X	X						
Appliance Repairer	X							
Cabinetmaker	X							
Diesel Mechanic	X	X						
Technical Drafter	X	X						
Electrician	X							
Modern Technologist	X							
Graphic Artist	X							
Masonry Worker (Bricklayer)	X	X						
Plumber	X	X						
Sheet Metal Worker	X							
Transportation Cluster (Small Engine Repair/Auto Mechanics	X							
Upholstery Worker	X							
Farm Equipment Mechanic		X						

	ALABAMA	FLORIDA	GEORGIA					
Metal Fabrication (Cluster)			X					
Farm Equipment Operator		X						
Cattle Rancher		X						
Child Care Attendant		X						
Cook (Commercial)								
Computer Programmer		X						
Dental Assistant		X						
Architectural Drafter		X						
Floriculture Worker		X						
Environmental Servicer		X						
Nurses Aid/Orderly		X						
Hotel/Motel Desk Clerk		X						
House Electrician		X						
Nursery Worker		X						
Auto Parts Salesperson		X						
Tractor Mechanic		X						

A LIST OF OCCUPATIONAL AREAS
SELECTED FOR CRITERION-REFERENCED TEST ITEM DEVELOPMENT

	ALABAMA	FLORIDA	GEORGIA	KENTUCKY	MISSISSIPPI	WEST VIRGINIA	MISSOURI	ILLINOIS	VIRGINIA
Secretary/Clerk				X					
Auto Mechanic				X					
Auto Body Repairer				X					
Carpenter				X					
Electronic Technician				X					
Machinist			X	X					
Welder			X	X					
Air Conditioning/Refrigeration (Environmental Servicer)				X					
Masonry Worker (Brick Layer)						X			
Transportation Cluster (Small Engine Repair/Auto Mechanics)			X						
Commercial Art	X								
Industrial Maintenance Mechanic	X								
Business Education (Cluster)	X								
Health Occupations (Cluster)	X								
Supervision of Administration Services									X
Groundskeeper		X							
Dental Assistant		X							
Floriculture Worker		X							
Nurses Aide/Orderly					X				X
Hotel/Motel Desk Clerk		X							

	ALABAMA	FLORIDA	GEORGIA	KENTUCKY	MISSISSIPPI	WEST VIRGINIA	MISSOURI	ILLINOIS	VIRGINIA
Nursery Worker		X							
Tractor Mechanic							X		
Computerized Numeric Control								X	
Computer Equipment Repair								X	
Electronic Mechanic							X		
Cashier/Checker					X				
Building Repairer						X			
Mechanical Drafter						X			
Forester					X				
Farm Business Manager					X				

New Jersey Vocational Technical
Curriculum Laboratory
Rutgers - The State University
4103 - Kilmer Campus
New Brunswick, New Jersey 08903

Many curriculum materials have been developed by the faculty members of the vocational technical schools of New Jersey. Authors attend a summer curriculum development workshop, then field test the materials during the following school year. Final manuscripts are edited, illustrated and printed by the Curriculum Laboratory. This is an excellent resource and is suggested for consideration when selecting curricular materials for use with handicapped students, especially the deaf. The following represent a few of the materials listed in the catalog. All materials are available at the minimum cost of printing expenses.

VOCATIONAL SPECIAL NEEDS

GENERAL VOCATIONAL

CE-215	Introduction to Vocational for Educable Mentally Retarded
CE-302	Occupational Exploration Program - (A Teacher's Guide)
CE-326	A Secondary Education Curriculum for Educable Mentally Retarded Students.
	Reading and Language Activity Manuals (Related to Specific Trades)
EN-357	Automobile Maintenance
EN-325	Building Maintenance
EN-436	Food Service
EN-384	You've Got It, Danny! (Graphic Arts)
EN-83-X	Reading in the Automotive Trade
EN-82-X	Reading in Air-Conditioning and Refrigeration
EN-118	Teaching English as a Second Language to Adults
EN-450	Twenty Trades to Read About
SP-1B	The Dictionary

GENERAL VOCATIONAL (continued)

HM-41	Out First Foods Book
HM-43	Our Second Foods Book
HM-42	Our Third Food Book
FO-464	Let's Talk About Foods
DP-126	Drapery Making - I
DP-280	Drapery Making - 2
NT-206	Learning to Sew - PART I
NT-207	Learning to Sew - PART II
NT-136	Power Sewing
CO-264	Getting Your Dollar's Worth
EN-462	Homemaking - A Reading and Language Workbook
SP-242	Dishwashing
CO-465	Be a Smart Consumer
HM-254	Child Care
BE-255	About Business
BE-327	About Buying on Credit
BE-328	About Insurance
SP-1A	Installment Buying

TRADES

I Know-	A Vocabulary Game
EN-344	Appliance Repair
EN-345	Carpentry
EN-347	Drafting

TRADES (continued)

SP-256 Introduction to Office Occupations

MA-484 Math For Me!

- Book 1 - Number
- Book 2 - Addition
- Book 3 - Subtraction
- Book 4 - Multiplication
- Book 5 - Division
- Book 6 - Time
- Book 7 - Money
- Book 8 - Measurement

MA-446 Monster Math

EN-348 Electricity

EN-349 Electronics

EN-350 Food Trades

EN-351 Medical Assisting

EN-352 Needle Trades

EN-353 Plumbing

EN-354 Printing

EN-355 Upholstery

EN-356 Welding

WELDING

WE-169 Elementary Arc Welding Skills

WE-273 Elementary Tic Welding Skills

EY-435 Basic Electricity

- Part I - Shop Safety; Tools; Electrical Symbols and Circuits
- Part 2 - Electrical Theory: Magnetism
- Part 3 - Ohm's Law: Voltages: measuring Voltage and Current With A Meter: Watt-Hour Meter
- Part 4 - Splicing Wires; Grounding; Signal Systems

CU-150 Building Maintenance

GA-397 The In-Plant Printer

GLOSSARY

Advisory Council/Committee - Group of lay people and educators representing many related areas of the program who serve in an advisory capacity.

Aide - A paraprofessional whose function is to assist the teacher in implementing a program.

Assessment Process - A basic, comprehensive, formal, or informal process which may occur in the classroom setting conducted by teachers, at the facility level conducted by the educational assessment team or in a more formalized setting utilizing established work samples.

Behavior Modification - The application of reinforcement techniques designed to change behavior.

Behavioral Objective - The expected measurable behavior that should result from successful completion of designated learning experiences.

Competency Certificate - Certificate designed to specify competencies mastered by the student in a specific skills area.

Competency-Based Curriculum - Teaching job skills based upon tasks and competencies.

Curriculum Occupational Modules - A teaching unit designed for a competency-based curriculum.

Disadvantage Students - Socioeconomic disadvantage following the guidelines of Special Needs Division of the Department of Public Instruction
Disadvantage Means:

- (a) Persons, other than handicapped persons, who:
  - (1) Have academic or economic disadvantage, and
  - (2) Require special services, assistance, or programs in order to enable them to succeed in Vocational Education programs. (Sec. 195(6); 20U.S.C. 2461.)

Employability Skills - Those general work readiness skills that prepare a person to be successful in entering any employment field.

Impairment - A term used synonymously with handicap or exceptionality.

Individualized Educational Program (IEP) - A written document developed in a scheduled IEP Committee meeting, outlining the specific components of an exceptional student's educational program. LA Act 754, Louisiana's Law for Educational students, subsection 441, provides a detailed description of the required IEP components.

Job Specific Skills - Those skills necessary to gain entry level employment in a specific job.

Mainstreaming - The term currently used in references to the the practice of providing programs for identified special needs students within regular classes, when appropriate, along with special education support services. This supports the concept to student placement in the "least restrictive environment."

On-the-job training (OJT) - Instruction and/or development skill acquired on the job.

Occupational Areas - Employment areas related to agricultural education, distributive education, health occupations education, homemaking education, industrial arts, business and office education, and trade and industrial education.

Occupational Safety and Health Act (OSHA) - Law passed in 1970 providing guidelines that requires safe and healthful working conditions.

Pre-Vocational Education - A comprehensive approach to education which combines the academic, social, and work worlds. It is a process through which individuals prepare to learn, live, and work. Emphasis is placed on the development of functional, academic, and living skills in work related behaviors, occupational awareness, and prerequisite work skills in preparation for entering a vocational training program or the world of work.

Pre-Vocational and Vocational Assessment - As defined by Anderson, Ball, and Murphy in 1976 is a multi-trait/multimethod process of gathering data about an individual and putting that data into an interpretable form which can be used in decision making. (CEC 180, P.49)

Special Needs Student - Any student requiring special modifications of accommodations for instructional purposes.

Support Staff - All ancillary personnel providing services to special needs students.

Task - Performances required in a particular job or job cluster.

Task Analysis - The procedure of breaking a task into small sequential steps.

Technical Tutor - A person with a specific technical skill who helps the student develop competencies necessary to perform a task.

Training Plan - The training plan is a step-by-step listing of skills to be mastered by the student in a specific area.

Training Representative - Person designated by training sponsor to be responsible for OJT.

Training Sponsor - Business, industry or agency working cooperatively with the LEA to provide OJT.

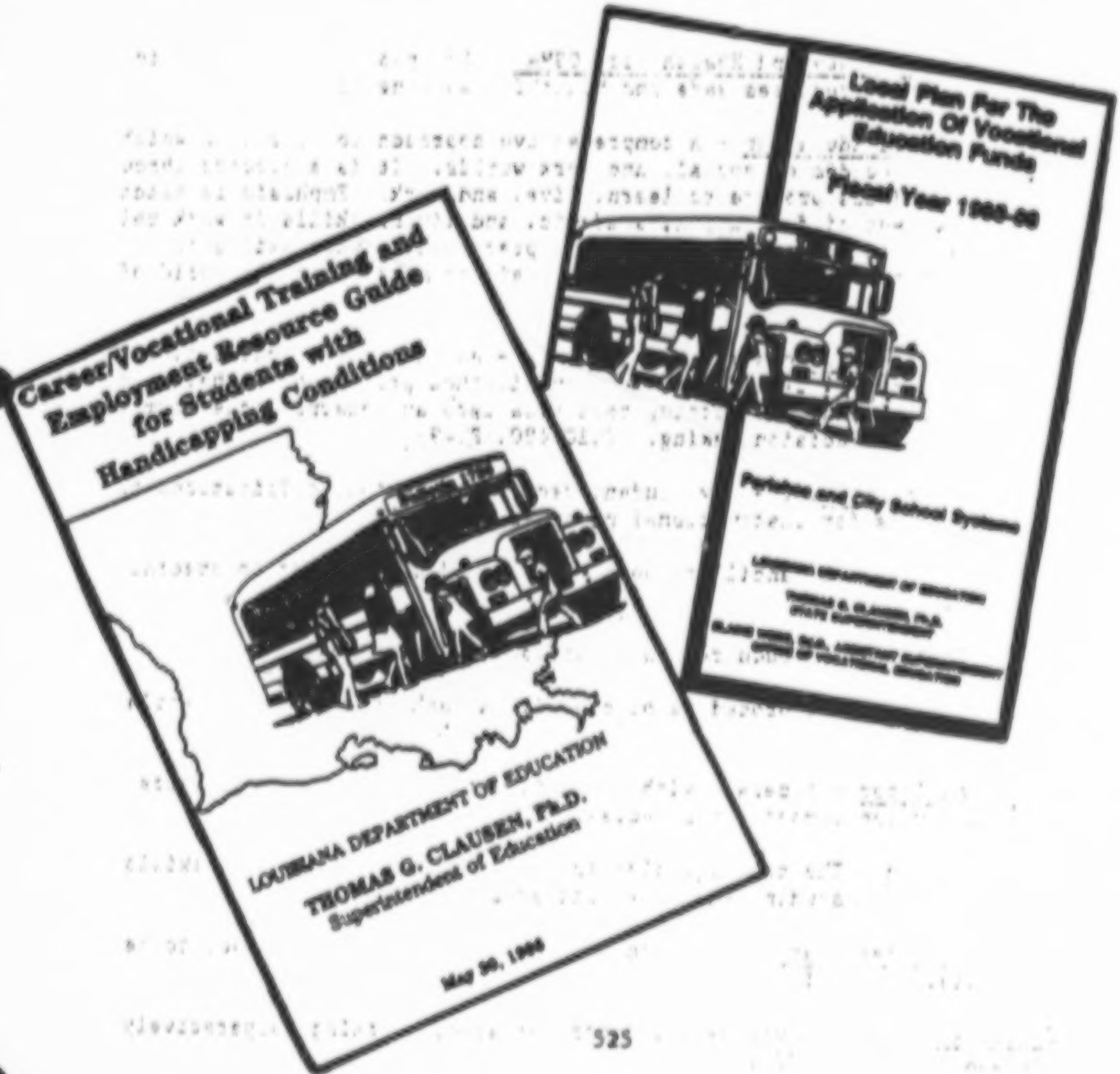
__Training Station/Site__ - Specific place were OJT takes place.

__Vocational Education__ - An organized educational program that is related to the preparation of individuals for employment.

__Vocational Education for Special Needs Students__ -- A program designed to develop job specific skills.

__Work__ - A conscious effort to product benefits for oneself and/or others.

__Work Experience Instructor__ -- The Work Experience Instructor is employed by the Local Education Agency (LEA) to provide career and vocational programming for handicappped students.



Local Plan For The
Application Of Vocational
Education Funds

Fiscal Year 1989-90

Parishes and City School Systems

Career/Vocational Training and
Employment Resource Guide
for Students with
Handicapping Conditions

LOUISIANA DEPARTMENT OF EDUCATION

THOMAS G. CLAUSEN, Ph.D.
Superintendent of Education

May 30, 1990

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